

Tier III Behavior: Functional Assessment-Based Intervention (FABI)

Refresher Training

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This Professional Learning is brought to you in part by:



**Kansas Technical Assistance
Support Network (TASN):
Autism and Tertiary Behavior Supports**



**Kansas Technical Assistance
Support Network (TASN):
Kansas Multi-Tier System of Supports**



Wichita Public Schools

CHAMPS

Voice Level 0 while others are speaking
Voice Level 1 for partner work

We will use an attention signal

Tier III Behavior: FABI Training

Take phone calls and text messages out of ear shot
Take care of personal needs

Use electronics for training purposes
Focus on the content
Participate fully in the structures
Collaborate and plan

Successful utilization of the FABI process

Objectives:

Participants will:

- Understand the connection between **MTSS and the FABI process**
- Learn ways to support **Family Involvement**
- Learn about **improvements** to the Tier III Behavior:
FABI Process
 - ✓ Notebook
 - ✓ Forms
 - ✓ Additional Resources and Tools
- Explore the **Network Share Site** for FABI Materials
- Explore the **TASN Website** for FABI Resources

Thank you for your hard work!

Our District Commitment:

- Continue training in the FABI process and support schools through this process
- Build capacity through USD 259 Trainers

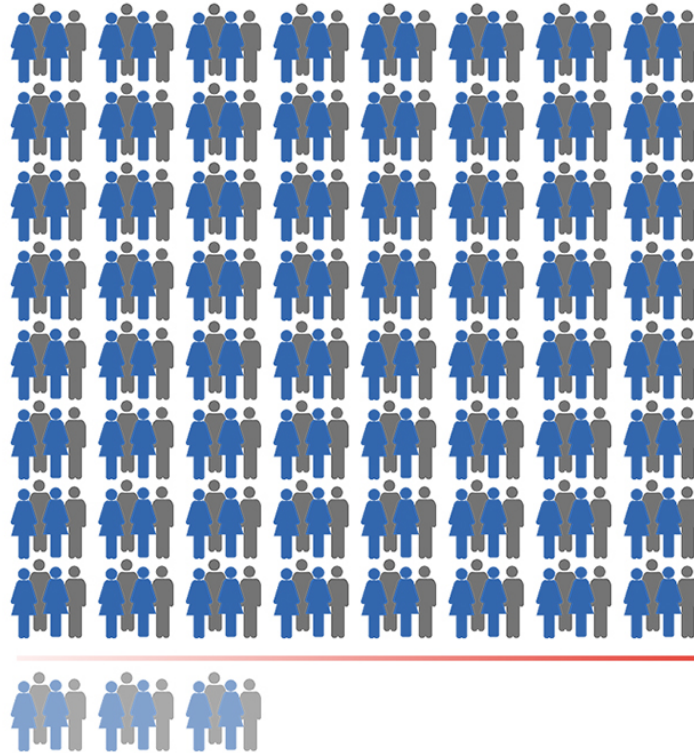
Future of FABI:

- Added to Behavior Protocol after all schools are trained
- Involve families in the process



Family Engagement

67 new teams
completed training on
how to conduct the
FABI process



97%
involved
parents

Vision of KSDE

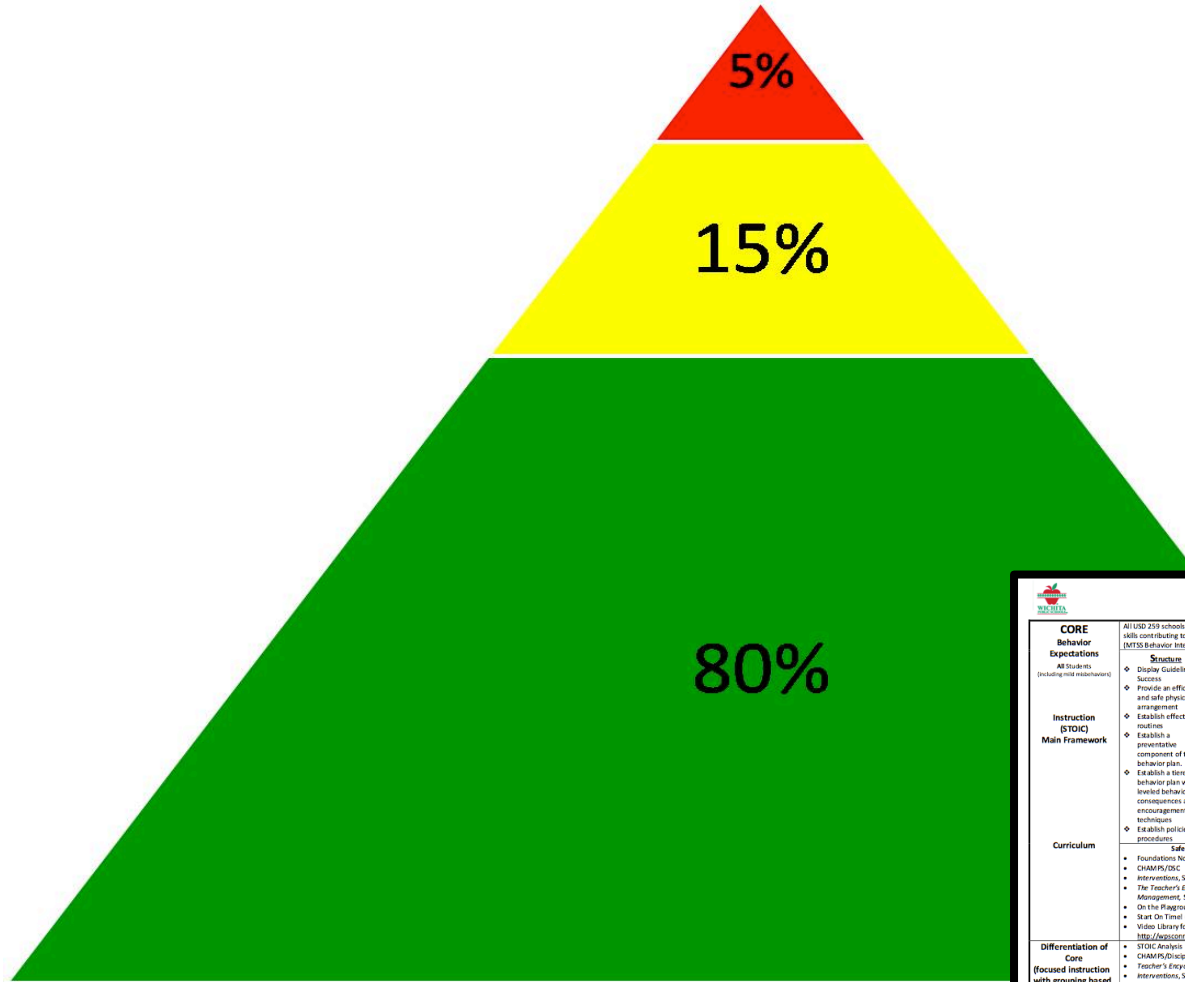
- All schools (*preschool through college and career ready*) will use a **multi-tiered** approach that addresses **behavior, social** and **academic** domains **simultaneously**.
- Meaningful **data are collected and used** to make decisions regarding programming.
- Social curricula and behavioral framework are taught with **as much rigor and fidelity** as academic subjects.
- Schools closely examine what is already in place, then **determine what needs to be revised or added** based on data.

What is Kansas Multi-Tier System of Supports?

Kansas MTSS is a coherent continuum of **evidence based, system-wide practices** to support a **rapid response** to academic, behavioral and social needs with frequent **data-based monitoring** for instructional decision making to empower each Kansas student to achieve high standards.



Overview of the Tier III Behavior: FABRI Process

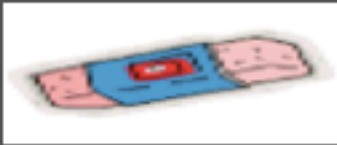


Behavior Curriculum Protocol			
<p>All USD 259 schools will utilize the Behavior Curriculum Protocol with fidelity to proactively support all students and prepare them with 21st century skills contributing to academic, vocational and personal success in a safe and nurturing culturally responsive and inclusive learning community. <small>INTSS Behavior Intervention Guide: www.kcsd.net/eng</small></p>			
<p>CORE Behavior Expectations <small>All students (including non-enrolled)</small></p>	<p>Structure</p> <ul style="list-style-type: none"> Display Guidelines for Success Provide an efficient and safe physical arrangement Establish effective routines Establish a preventative component of the behavior plan. Establish a tiered behavior plan with leveled behaviors, consequences and encouragement techniques Establish policies and procedures 	<p>Teach Expectations</p> <ul style="list-style-type: none"> Teach and reinforce Guidelines for Success MAC/CHAMP/ACHIEVE posted and utilized Foundations: Teach and reinforce building procedures and policies 5-6 rules posted, modeled and taught before and after extended breaks 	<p>Observe</p> <ul style="list-style-type: none"> Circulate, scan, and actively supervise students in the classrooms and common areas Collect data
<p>Instruction (STOIC) Main Framework</p>		<p>Interact Positively</p> <ul style="list-style-type: none"> Great Students Daily Maintain at least a 3:1 ratio of positive interactions Continues and Non-Contingent for Tier I, II and III Use class wide and school wide systems of motivation Have intermittent celebrations Make positive student connections 	<p>Correct Effectively</p> <ul style="list-style-type: none"> Preplan and use mild consequences Develop tiered behavior plan with leveled behaviors, consequences and encouragement techniques Follow the reactive discipline plan consistently when infractions of expectations occur
<p>Curriculum</p>	<p>Safe and Civil Schools</p> <ul style="list-style-type: none"> Foundations Notebooks (Modules 1-3) CHAMP/STOIC interventions, Sprick & Garrison The Teacher's Encyclopedia of Behavior Management, Sprick & Howard On the Playground (Pre-K - 3) Start On Time! (9-12) Video Library found @ http://www.gpcrcm1.usd259.net 	<p>USD 259 and Other</p> <ul style="list-style-type: none"> USD 259 Bullying/Sexual Harassment Training USD 259 Social Media Policy Nebraska Internet Safety ConnectSafe Media Internet Safety ESI (Emergency Safety Intervention) Contact the Special Education Department I Can Problem Solve (Pre-K) Contact the Early Childhood Department 	<p>Transportation</p> <ul style="list-style-type: none"> CHAMP/ACHIEVE/STOIC In the Driver's Seat (Transportation) Bus Rider Lesson/Video Library
<p>Differentiation of Core (Focused instruction with grouping based on age appropriate levels)</p>	<ul style="list-style-type: none"> STOIC Analysis CHAMP/STOIC discipline in the Secondary Classroom (Chronic Misbehavior) Teacher's Encyclopedia of Behavior Management, Sprick Interventions, Sprick (9 Early Stage Interventions) Coaching Classroom Management, Sprick et al. 		

When Do I Utilize the FAB I Process?

1. When Tier 1 and Tier 2 have been implemented with fidelity and proven ineffective
2. When Tier 3 problem solving efforts have been ineffective in reducing problem behavior and increasing replacement behavior
3. When the student poses a threat to himself, herself or others (Drasgow & Yell, 2001)

Lane, K. L., Menzies, H., Bruhn, A., & Crnabori, M. (2011). *Research-based practices for preventing and responding to behavior problems: Effective, practical strategies that work*. New York, NY: Pearson.



ERASE

problem behavior



Explain - What is the problem?

Reason - What is he/she getting out of it or avoiding?

Appropriate - What do you want him/her to do instead?

Support - How can you help this happen more often?

Evaluate - How will you know if it works?

When Do I Utilize the FABI Process, continued?


4. Student has been:

*If any of these circumstances exist, a FABI is mandated by the Individuals with Disabilities Act (IDEA, 2004).

What is a Functional Assessment-Based Intervention (FABI)?

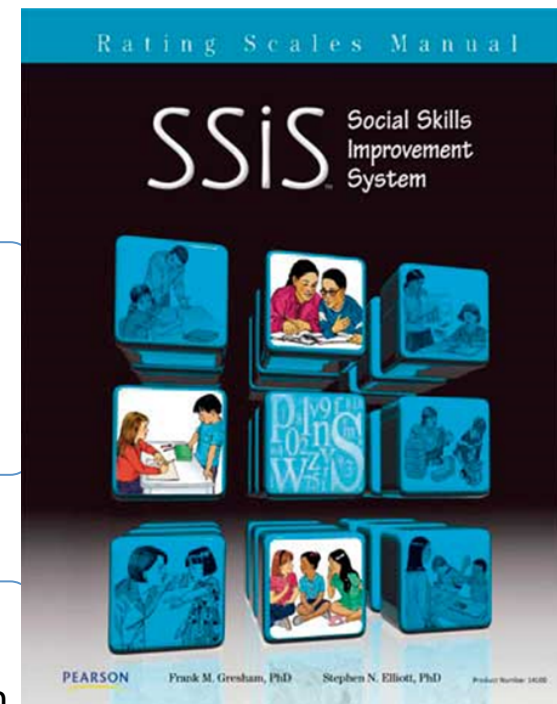
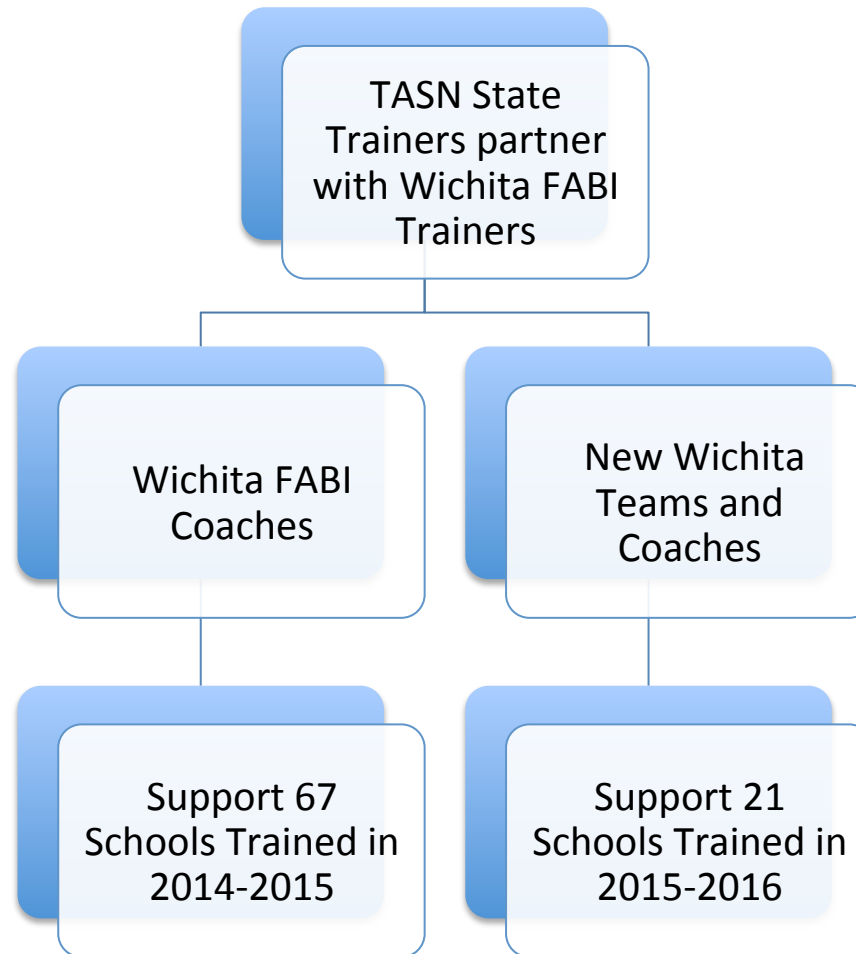
- FABI refers to an intervention constructed based on the function of the behavior, which is determined by conducting a functional assessment.
- The function of the behavior refers to the purpose the behavior serves
 - to get (access) something or
 - to get out of (avoid) something

Results from 2014-2015 FABI Training Participants in Wichita

93% of students
for whom FABI process
was completed this year
showed behavioral
improvement 



Coaching Structure Supports Sustainability

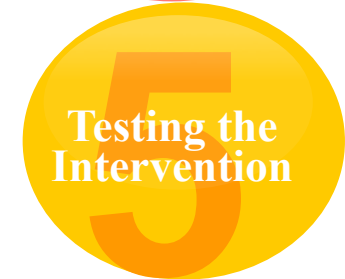
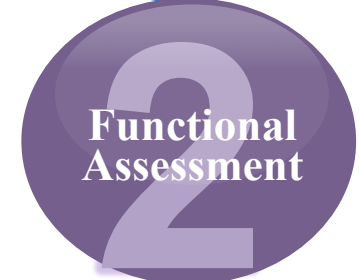


Overview of Changes for 2015-2016

- Name
- Notebook
- FABI Forms
- Additional Resources and Tools
- Network Share Site

Steps for a FABI

- Step 1: Identifying students who need a FABI
- Step 2: Conducting the functional assessment
- Step 3: Collecting baseline data
- Step 4: Designing the intervention: Using the Function-Based Intervention Decision Model
- Step 5: Testing the intervention



Tier III Behavior: FAB I Notebook

Tiers of Support

Forms

Annotated Forms

Momentary Time Sampling Activity	65
Momentary Time Sampling Data Collection Sheet	67
Event Recording Activity	69
Event Recording Data Collection Sheet	71
Treatment Integrity Checklist	73
Teacher Validity Rating; Pre-Intervention	75
Student Validity Rating; Pre-Intervention	77
Baseline to Intervention Component Checklist	79
Intervention to Withdrawal Component Checklist	81
Withdrawal to Reintroduction Component Checklist	83
Teacher Validity Rating; Post-Intervention	85
Student Validity Rating; Post- Intervention	87
Behavior Intervention Plan	89

Annotated Forms


Annotated Referral Checklist	93
Annotated SARS	95
Annotated SARS Student Profile Form	101
Annotated Teacher Interview	103
Annotated Operationally Defining the Target Behavior	109
Annotated Planning Form	111
Annotated ABC Form	119
Annotated Operationally Defining the Replacement Behavior	123
Annotated Momentary Time Sampling Data Collection	125
Annotated Event Recording Data Collection	131
Annotated Teacher Validity Rating; Pre-Intervention	135
Annotated Student Validity Rating; Pre-Intervention	137
Annotated Teacher Validity Rating; Post-Intervention	139
Annotated Student Validity Rating; Post- Intervention	141



Steps for a FABI

Located in Notebook:
Tiers of Support Section

Streamlines Step Checklists 1-5

 **STEPS for a FABI**

Step 3

Once data collection has begun, consider these important reminders:

- Obtain inter-observer agreement (IOA) with the goal of 85% agreement.
- Include IOA data for at least 25% of baseline data points.
- Calculate percent of agreement between observers (IOA) on the data collection training (reliability training).

Complete **Component Checklist** to determine readiness for moving from Baseline to Intervention phase.

Baseline Data on Behavior Data Graphing Tool.

Complete **Planning Form** for Measurement System, Baseline and Measurable Behavioral Objective.

Intervention Method and confirm with teacher.

Intervention Components

Intervention components (Antecedent adjustments, Reinforcement adjustments, and Extinction components); record on **Planning Form**. Link each intervention tactic to the hypothesized function on **Planning Form**.

Prepare plan for introducing the intervention to the teacher – include a check for understanding.

Complete **Teacher Validity Rating Pre-Intervention**.

Prepare plan for introducing the intervention to the student – include a check for understanding.

Complete **Student Validity Rating Pre-Intervention**.

Revise and finalize **A-R-E Intervention Components** using feedback from the teacher and student and print final **Treatment Integrity Checklist**.

Prepare intervention materials and train teacher and student on components of intervention.

If any gaps in data collection occur prior to beginning intervention, such as vacation days or student absences collect **Baseline Data on Behavior Data Graphing Tool** and **Component Checklist** to determine readiness for moving from Baseline to Intervention phase.

Complete **Planning Form** for Determining the Intervention Method and A-R-E.

Complete **Treatment Integrity Checklist** data daily (teacher perspective) with IOA for 25% of sessions (outside team).

Complete **Intervention Data on Behavior Data Graphing Tool.**

Complete **Component Checklist** to determine readiness for moving from Intervention to Withdrawal phase.

Complete **Withdrawal Data on Behavior Data Graphing Tool.**

Complete **Component Checklist** to determine readiness for moving from Withdrawal to Reintroduction phase.

Graph **Reintroduction Data on Behavior Data Graphing Tool.**

Complete **Behavior Intervention Plan**. Include a plan for follow up data collection to assess maintenance.

Share **Behavior Intervention Plan** with parents and team.

Complete **Ethics Checklist**.

After reviewing final graph, teacher completes **Teacher Validity Rating Post-Intervention**.

After reviewing final graph with student, when appropriate, student completes **Student Validity Rating Post-Intervention**.

Complete **Planning Form** for Data to be Collected section.

Updated by TASN: 07/15/2015
From Lane, K. L., & Cokes, W. P. (2014). Building efficiencies in functional assessment-based interventions: A focus on training and coaching. Manuscript in preparation.

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Steps for a FABI

Gather **A-B-C Data** (use data collection form). Follow these guidelines:

- Conduct a minimum of 2 hours of observations over 5 days and focus on a single behavior (target behavior)
- Gather a minimum of 8 occurrences of the target behavior within the combined 2 hours of observation
- Observations may be in different time increments with no individual observation session lasting longer than one hour
- Observations should be in the same setting, at the same time and conducted by the same person
- Conduct an additional observation in at least one setting where the behavior is least likely to occur

Provides teams with specific reminders regarding data collection

Complete **Forming Form** for interviews and Direct Observations through Outcome or Function Matrix. Hypothesized from section. Include Operational Definitions for Target and Replacement Behaviors.


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Confirm Student Access to Tier One Efforts

Gather documents supporting Tier One efforts

7

 STEPS for a FABI

Steps for a Tier III Behavior Functional Assessment-Based Intervention (FABI)

Step 1

- Student Selection based on district and FABI eligibility guidelines.
- Communicate with parents and secure permission to conduct the Functional Assessment-Based Intervention using districts procedures and forms.
- Obtain student assent.
- Complete **Referral Checklist: Functional Assessment-Based Intervention.**
- Review the **Ethics Checklist.**
- Complete **Planning Form** for Identifying Information (name, contact information, etc.) and Rationale.

Step 2

- Complete **Classroom Management STOIC Checklist.**
- Gather Informal Observation, School-Wide Behavior Expectations description, Class-Wide Behavior Expectations and Behavior Management System description, Classroom Schedule and Classroom Map.
- Complete **School Archival Records Search (SARS).**
- Complete **School Archival Records Search Student Profile Form.**
- Complete **Teacher Interview(s).**
- Complete **Parent Interview(s).**
- Complete **Student Interview.**

- Informal Classroom Observation
- School-wide Behavioral Expectations
- Class-wide Behavioral Expectations and Behavior Management System
- Classroom Schedule
- Classroom Map

School-Wide Behavioral Expectations

Pride Rubric

Guidelines for Success	Positive Attitude	Respect	Responsibility	Integrity	Determination	= Excellence
3 Target	<p>Doing what you are asked without complaining even when difficult</p> <p>Looking for the best in others</p> <p>"I CAN" attitude all of the time</p>	<p>Showing respect for yourself and others in words and actions</p> <p>Self-correcting and/or apologizing without being asked</p>	<p>Consistently taking the initiative to be successful in all areas</p> <p>Always prepared and on time</p> <p>Accepts responsibilities for actions good or bad</p>	<p>Doing the right thing, even when no one is looking</p>	<p>Doing your best all the time</p> <p>Always gives their best effort even when things are hard</p> <p>Will take time and ask for help to improve quality</p>	<p>Shows the PRIDE Guidelines for Success of positive attitude, respect, responsibility, Integrity and determination all the time</p>
2 In Progress	<p>Tries with encouragement</p> <p>"I CAN" attitude some of the time</p> <p>Tries different ways before giving up</p>	<p>Showing respect most of the time</p> <p>Self-correcting and/or apologizing when asked</p>	<p>Needs redirecting or reminding</p> <p>Prepared some of the time</p> <p>Accepts responsibility some of the time</p>	<p>Usually does the right thing when reminded</p> <p>Sometimes influenced by peers</p>	<p>Doing your best some of the time</p> <p>Needs some encouragement to complete tasks</p> <p>Sometimes rushes to complete tasks</p>	<p>Shows the PRIDE Guidelines for Success most of the time when given reminders</p>
1 Needs Improvement	<p>Gives up or refuses help</p> <p>Uses "I can't" or "won't" words</p>	<p>Lack of respect for self and/or others</p> <p>Disruptive</p>	<p>Allows others to influence choices</p> <p>Makes excuses instead of taking responsibility</p>	<p>Thinking only of self and not what's right</p>	<p>Needs constant encouragement to complete tasks</p>	<p>Shows the PRIDE Guidelines for Success with repeated practice and reminders</p>

School-Wide Behavioral Expectations

Lunchroom Area Policy

Goal: The lunch area will be a safe and clean environment where people interact with courtesy and respect as measured by the decreasing number and type of redirects given per table.

Responsible Lunchroom Behavior

- ✓ WHILE IN THE LUNCHROOM, STUDENTS WILL KEEP HANDS, FEET, AND OBJECTS TO THEMSELVES
- ✓ STUDENTS WILL USE VOICE LEVELS OF 0-2

Items that are marked with a ✓ indicate expectations that students must understand fully and immediately.

Lunch Area Procedures

- ✓ STUDENTS WILL USE CONVERSATION LEVEL 2 WHEN TALKING
- ✓ RAISED HAND – CONVERSATION LEVEL 0
- ✓ STUDENTS WILL KEEP HANDS, FEET, AND OBJECTS TO THEMSELVES
- ✓ GO TO SAFE SEAT IF ADULT REQUESTS
- ✓ NO STUDENTS CAN GO BACK TO CLASSROOM WITHOUT AN ADULT ESCORT.

Items that are marked with a ✓ indicate expectations that students must understand fully and immediately.

1. Students will walk to assigned table in line order.
2. Students will stay in their seats and raise their hands to get help.
3. Students will eat quietly and use good manners.
4. Everyone will treat others with respect.

Dismissal

- ✓ WAIT FOR DISMISSAL SIGNAL AND CLEAN UP AROUND TRAY
- ✓ PICK UP, STAND UP, LINE UP
- ✓ WHEN DISMISSED, STUDENTS WILL WALK QUIETLY TO THE PLAYGROUND

Items that are marked with a ✓ indicate expectations that students must understand fully and immediately.

1. Keep food in lunchroom.
2. Exit quietly in seating order.
3. Lunch boxes will be left in the playground area where classes line up.
4. Students are to remain on the playground unless they are given a pass to enter the building.

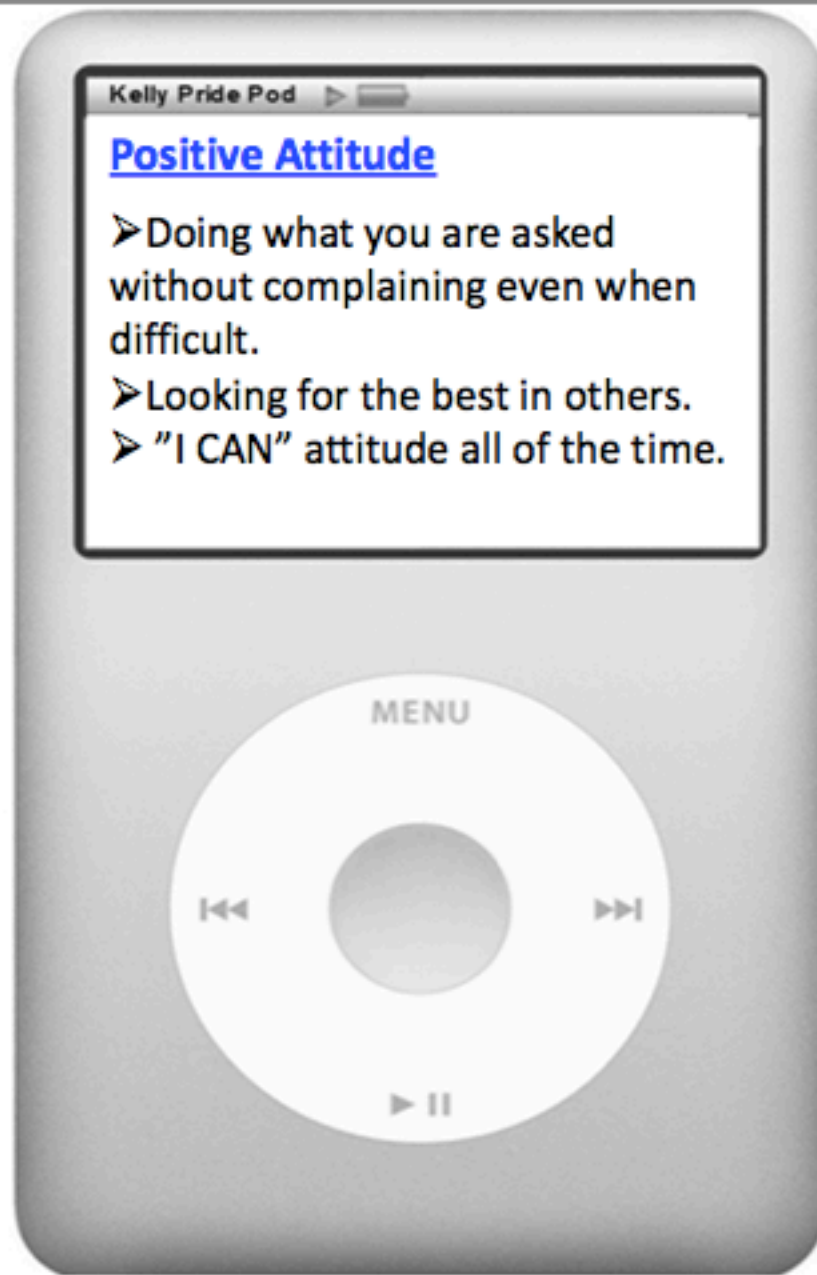


[PRIDE Rubric](#)

Kelly Pride Pod

Positive Attitude

- Doing what you are asked without complaining even when difficult.
- Looking for the best in others.
- "I CAN" attitude all of the time.




[PRIDE Rubric](#)

Class-wide Behavioral Expectations



Class-wide Behavioral Expectations








Northwest High School

ACHIEVE to Succeed!

A <small>Activity</small>	Independent study
C <small>Conversation</small>	Level 0
H <small>Help</small>	Ask Ms Isherwood or Ms Speaker
I <small>Integrity</small>	Remember your purpose
E <small>Effort</small>	Stay on task and focused
V <small>Value</small>	Increase your knowledge and improve test scores
E <small>Efficiency</small>	Organize your information

Levels of Conversation

Level 0 Silence • Level 1 Whisper • Level 2 Soft Conversation • Level 3 Presentational • Level 4 Outside

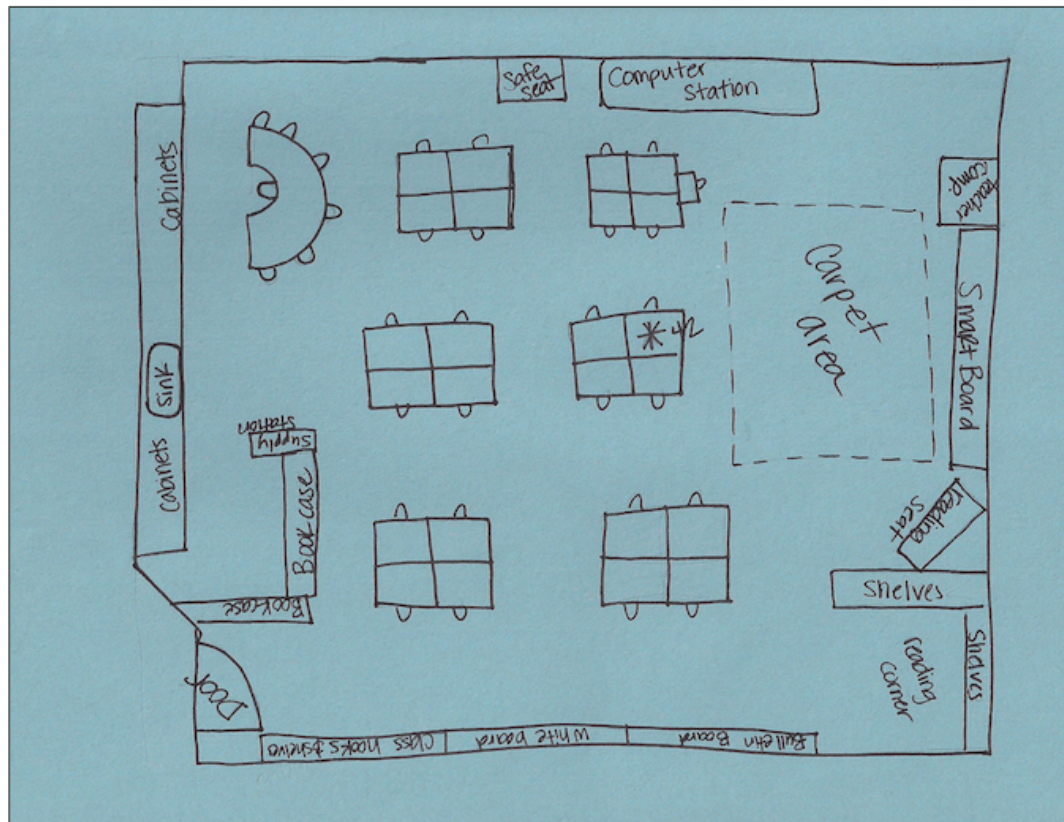
4	<p>Outside voice (You can be heard across a playing field)</p> <p>Examples: Cheering at a football game, calling for help, children playing</p>	
3	<p>Presentational voice (An entire class can hear you)</p> <p>Examples: A student giving a report, a teacher teaching a class</p>	
2	<p>Quiet conversation (Only people near you can hear)</p> <p>Examples: Two or three students walking down the hall, four students working in a cooperative group</p>	
1	<p>Whisper (no vocal cords)</p> <p>Example: Asking another student a question during an independent work time (if conversation is allowed)</p>	
0	<p>No talking</p> <p>Examples: taking a test, listening to a concert, walking in line</p>	

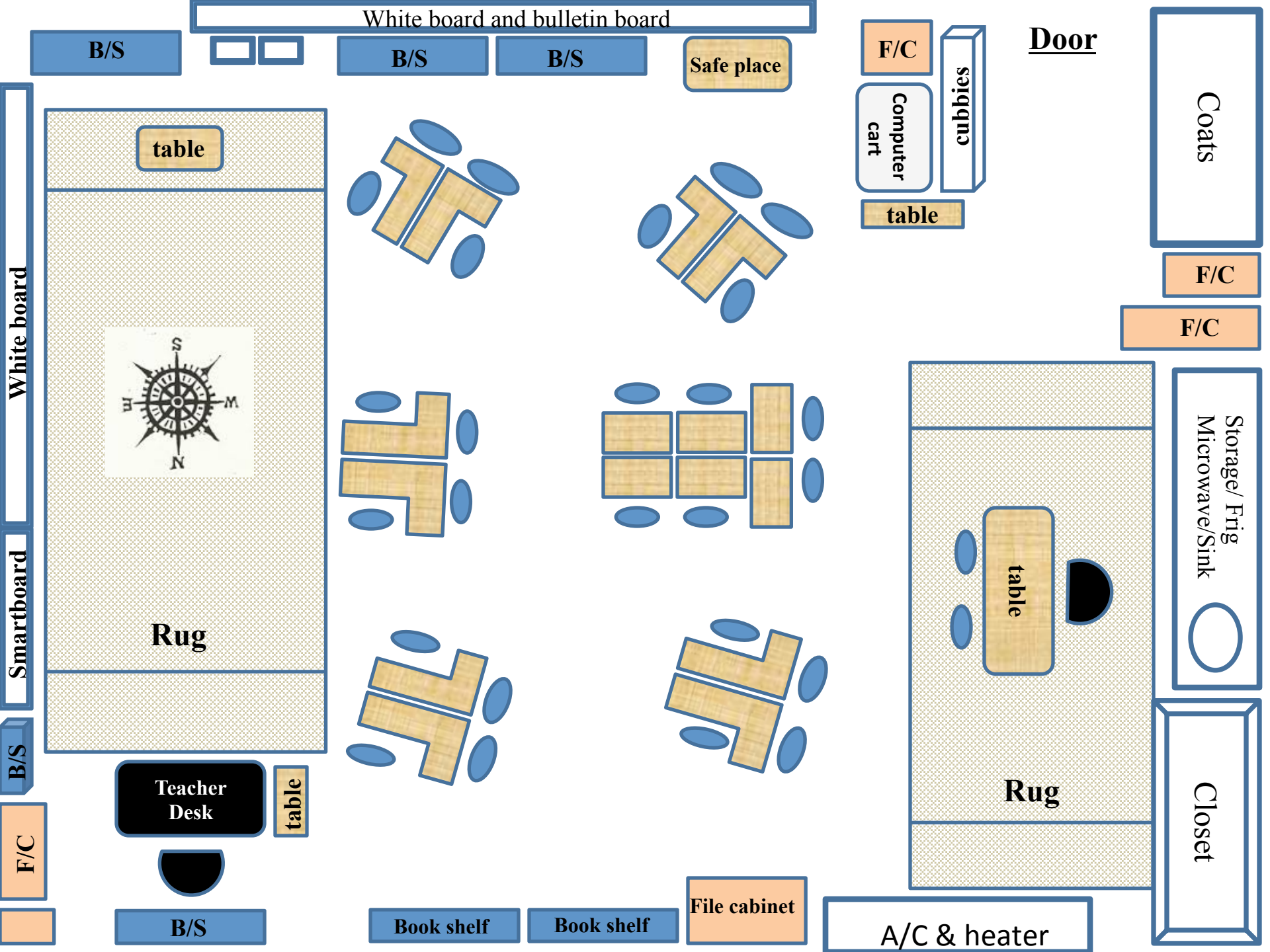
Gather and Evaluate Schedule

Block Schedule							
	Kinder A	Kinder B	1st	2nd	3rd	4th	5th
	50 Min Read Aloud & Related Activities	60 Min Small Group	60 Min. Decoding	60 Min Math Core	90 min. Language Comp., Writing	60 Min Math Core	Specials/ Science/ Soc. Studies
	60 Min Small Group	ABC Routines	60 Min. Language Comp., Writing	30 Min Math Tier	30 Min Decoding	30 Min Math Tier	
		50 Min Read Aloud & Related Activities		30 Min Decoding		30 Min Decoding	
	Phonological	30 Min Reading Tier	30 Min Math Tier	60 Min. Language Comp., Writing	30 Min Rdg & Conf	Specials/ Science/ Soc. Studies	60 Min Math Core
	30 Min Reading Tier						
	Lunch	Lunch	Recess	Lunch	Recess	Lunch	30 Min Tier Math
	Recess	Recess	Lunch				
	Math Routines	Math Routines	30 Min Rdg & Conf	Recess	Lunch	Lunch	Recess
	Math Core	Math Core		Recess	Lunch	Recess	Lunch
	Small Group	Small Group	30 Min Reading Tier	Specials/ Science/ Soc. Studies	Specials/ Science/ Soc. Studies	30 Min Decoding	30 Min Decoding
	30 Min Math Tier	30 Min Math Tier	60 Min Math Core			30 Min Reading Tier	30 Min Reading Tier
	ABC Routines	Phonological		60 Min Math Core	Specials/ Science/ Soc. Studies	Specials/ Science/ Soc. Studies	30 Min Rdg & Conf
	20 Min Writing	20 Min Writing	30 Min Rdg & Conf				30 Min Rdg & Conf
	Specials/ Science/ Soc. Studies -- Reading & Conferencing, Free Exploration time	Specials/ Science/ Soc. Studies -- Reading & Conferencing, Free Exploration time	Specials/ Science/ Soc. Studies	30 Min Reading Tier	60 Min Math Core	90 min. Language Comp., Writing	Specials/ Science/ Soc. Studies
				30 Min Rdg & Conf			
	Specials/ Science/ Soc. Studies -- Reading & Conferencing, Free Exploration time	Specials/ Science/ Soc. Studies -- Reading & Conferencing, Free Exploration time	Specials/ Science/ Soc. Studies	30 Min Decoding	30 Min Math Tier	90 min. Language Comp., Writing	30 Min Reading Tier
				30 Min Decoding	30 Min Math Tier		30 Min Rdg & Conf

Page 1

Create a Classroom Map to Evaluate Student's Learning Environment





White board and bulletin board

B/S

B/S

B/S

Safe place

F/C

Computer cart

cubbies

Door

Coats

F/C

F/C

Storage/ Frig
Microwave/ Sink

Closet

White board

Smartboard

B/S

F/C

table



Rug

Teacher Desk

table

B/S

Book shelf

Book shelf

File cabinet

table

table

Rug

A/C & heater

Steps for a FAB I

Family Engagement:

Step 1

Communicate with parents and secure permission to conduct the Functional Assessment-Based Intervention using districts procedures and forms.

Step 2

Complete **Parent Interview(s)**.
 Complete **Social Skills Improvement System (SSIS)– Rating Scale (Parent Version)**.

Step 4

Share data and **A-R-E** with parents.

Step 5

Share **Behavior Intervention Plan** with parents and team.

Partial view of a form with the following visible text labels and checkboxes:

- Intervention using districts
- male.
- Behavior Expectations and
- (target behavior)
- observation
- sting longer than one hour
- rson
- to occur
- d ABC data. Include
- or.
- needed.
- revise if needed.
- Matrix: Hypothesized
- focus on training
- ms
- on

Information to Support a FABl: Steps 1-5

Step 1 Suggestions:

Make certain Tier 1 efforts are being implemented as planned (with treatment integrity).

Consider Tier 2 supports prior to beginning with a functional assessment-based intervention (FABI).

Ensure a systematic approach is used to detect which students may benefit from a FABI to make certain students have equal access to this support.

Provides teams with Additional
Suggestions for Steps 1-5



Step 2: Conducting the Functional Assessment

Suggested Readings:

process.
functional
function matrix.

behavioral
approach.

ors.
s.

n, examples,

x to determine

avior was
n was
ment system.
played.

ate

nal behavioral
practical approach.

Upper Saddle River, N. J.: Prentice-Hall.

Step 3 Suggestions:

1. Make sure you pick a measurement system that allows you to capture the dimension of interest.
2. Be certain to pick a recording system that is feasible and reliable and stay with the same data collection system in each intervention phase.

Updated by TASN 07/15/2015

From Lane, K. L., & Oakes, W. P. (2014). Building efficiencies in functional assessment-based interventions: A focus on training and coaching. *Manuscript in preparation.*

Tier III Behavior: FABl Notebook

Forms

Tier III Behavior Training Table of Contents

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Classroom Management STOIC Checklist

Complete Classroom Man

Classroom Management STOIC Checklist				
Variables	Questions to Guide Discussion	Y	N	Comments
Structure / Organize the classroom for success	1. Is the room arranged so you can get from any part of the room to any other part of the room relatively efficiently?			
	2. Can you and your students access materials and the pencil sharpener without disturbing others?			
	3. Does the schedule create consistency, variety, and opportunities for movement?			
	4. Do you have effective beginning and ending routines?			
	5. Have you defined clear expectations for instructional activities?			
	6. Have you defined clear expectations for transitions between activities?			
Teach students how to behave responsibly in the classroom	1. Have you created lessons on expectations and explicitly taught them for classroom activities and transitions?			
	2. Have you created lessons and explicitly taught expectations for classroom routines and policies?			
	2. Have you provided teaching and re-teaching as needed? (Think about a basketball coach re-teaching particular plays or patterns.)			
Observe student behavior (supervise!)	1. Do you circulate and scan as a means of observing/monitoring student behavior?			
	2. Do you model friendly, respectful behavior while monitoring the classroom?			
	3. Do you periodically collect data to make judgments about what is going well and what needs to be improved in your management plan?			
Interact positively with students	1. Do you interact with every student in a welcoming manner (e.g., saying hello, using the student's name, talking to the student at every opportunity)?			
	2. Do you provide age-appropriate, non-embarrassing feedback?			
	3. Do you strive to interact more frequently with every student when he is engaged in positive behavior than when he is engaged in negative behavior?			
Correct positively with students	1. Do you correct consistently?			
	2. Do you correct calmly?			
	3. Do you correct immediately?			
	4. Do you correct briefly?			
	5. Do you correct respectfully?			
	6. Do you have a menu of in-class consequences that can be applied to a variety of infractions?			
	7. Do you have a plan for how to respond to different types of misbehavior fluently?			

Identifying the Target behavior is



Operationally Defining the Target and Replacement Behavior



Example Worksheet for Operationally Defining the Target Behavior

Operationally defining the target behavior includes four key components: Label, Definition, Examples and Non-Examples. The definition should be:

1. **Objective:** This means they are measurable and have observable characteristics.
2. **Clear:** Should be distinct, explicit, obvious and clear so another person can read it and measure it.
3. **Complete:** It should include language that directs the observer in all situations, leaving little to judgment (i.e., examples and non-examples).

Target Behavior: Give it a **label**.
Example: Off-task

Write the **definition** of a target behavior:
Example definition of off-task behavior: Attending to activities other than direct instruction or instructor-led activities.

Examples:

- Laying head on desk
- Fidgeting with non-instructional materials
- Talking to peers

Non-Examples:

- Attending to work assigned
- Using materials for instructional activities
- Following classroom talking level expectation

Example of complete **Operational Definition of Target Behavior:**
Off-task behavior refers to **attending to activities other than direct instruction or instructor-led activities. This looks like lying head down on the desk, fidgeting with non-instructional materials and talking to peers.** Non-examples include **attending to work assigned, using materials for instructional activities and following the classroom talking level expectation.**

Cooper, J. O., Heron, T. E., & Heward, W. L. (2007). *Applied behavior analysis*, 2nd ed. Upper Saddle River, N.J.: Pearson Prentice Hall. Pgs. 65-69. Revised 03-24-15
TASN Autism and Tertiary Behavior Supports is funded through Part B funds administered by the Kansas State Department of Education's Early Childhood, Special and Title Services. TASN Autism and Tertiary Behavior Supports does not discriminate on the basis of race, color, national origin, sex, disability, or age in its programs and activities. The following person has been designated to handle inquiries regarding the non-discrimination policies: Deputy Director, Keystone Learning Services, 500 E. Sunflower, Olathe, KS 66070, 785-876-2214.



Worksheet for Operationally Defining the Target Behavior

Operationally defining the target behavior includes four key components: Label, Definition, Examples and Non-Examples. The definition should be:

1. **Objective:** This means they are measurable and have observable characteristics.
2. **Clear:** Should be distinct, explicit, obvious and clear so another person can read it and measure it.
3. **Complete:** It should include language that directs the observer in all situations, leaving little to judgment (i.e., examples and non-examples).

Label of Target Behavior:

Definition of Target Behavior:

Examples:

Non-Examples:

Complete **Operational Definition of Target Behavior:**

Cooper, J. O., Heron, T. E., & Heward, W. L. (2007). *Applied behavior analysis*, 2nd ed. Upper Saddle River, N.J.: Pearson Prentice Hall. Pgs. 65-69. Revised 03-24-15
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Target Behavior Component Checklist

FABI PROCESS GUIDE: TARGET BEHAVIOR CHECKLIST

TARGET BEHAVIOR COMPONENT CHECKLIST

Directions: Review target behavior criterion for each item. Check and date when completed.

Who completed this component checklist (Check): [] Team [] Coach

Check and date when completed	Item	Criterion
<input type="checkbox"/> Date: __/__/__	Teacher Interview:	Is the coach available during the teacher interview to approve the target behavior before proceeding? <input type="checkbox"/> Yes <input type="checkbox"/> No
<input type="checkbox"/> Date: __/__/__	Teacher Interview: Operational Definition of Target Behavior	Does the target behavior include: <input type="checkbox"/> Label <input type="checkbox"/> Definition <input type="checkbox"/> Examples <input type="checkbox"/> Non-examples
		Are all 4 components included in the definition: <input type="checkbox"/> No – revise <input type="checkbox"/> Yes – proceed
		Does it pass the dead man's test? That is, can a dead man do it? <input type="checkbox"/> Yes – revise <input type="checkbox"/> No – proceed
		Does the definition include a possible function, assumed motivation or reason why the behavior is occurring? <input type="checkbox"/> Yes – revise <input type="checkbox"/> No – proceed
<input type="checkbox"/> Date: __/__/__	Parent Interview:	Does the parent interview focus on the same target behavior identified (and confirmed with coach) during the teacher interview? <input type="checkbox"/> Yes – include this information in function matrix <input type="checkbox"/> No – exclude this information from function matrix, may misguide intervention design
<input type="checkbox"/> Date: __/__/__	Student Interview:	Does the student interview focus on the same target behavior identified (and confirmed with coach) during the teacher interview? <input type="checkbox"/> Yes – include this information in function matrix <input type="checkbox"/> No – exclude this information from function matrix, may misguide intervention design
<input type="checkbox"/> Date: __/__/__	Direct Observation (A-B-C Data Collection):	Does information gathered during direct observations focus on the same target behavior identified (and confirmed with coach) during the teacher interview? <input type="checkbox"/> Yes – include this information in function matrix <input type="checkbox"/> No – exclude this information from function matrix, may misguide intervention design

Note: Does it pass the dead man's test? Q: Can the behavior be performed and be measurably demonstrated (is it observable, measurable and repeatable)? A: If a dead man can do it, it is not behavior.



- Begin teacher interview (Questions 1 and 2)
- **Draft Operational Definition of Target Behavior**
- Compare your target behavior with the quick criterion check in the third column of the component checklist
- Finish teacher interview

FABI Planning Form

Revisions include: Reordering several sections to align with Steps for a FABI

Added instructions and clarifications to the Intervention Method Section

Added Location for Review Dates: Behavior Intervention Plan

Added SSiS box at the end of the Function Matrix

Functional Assessment-based Interventions (FABI)

Data to be Collected

1. How will data be collected for measuring the Target Behavior?

2. How will data be collected for measuring Replacement Behavior:

3. How frequently will the classroom teacher collect Treatment Integrity data?

4. How will Social Validity information be collected from the teacher? _____

5. How will Social Validity information be collected from the student? _____

6. What is your plan for fading and generalization of the skill taught?

7. What dates will the Behavior Intervention Plan be reviewed for progress and modifications? _____
8. List the personnel who will be planning and implementing the interventions and describe their role.

9. What are your building-level emergency procedures for a student centered crisis situation? _____

9
Updated by TASN: 03-25-15
Adapted from Source: Lane, K. L., Menzies, H., Bruhn, A., & Cnobiari, M. (2011). *Managing challenges in schools: Research-based strategies that work*. New York, NY: Guilford Press. Permission granted from March 24, 2015.

ABC Data Form

Revisions include: Location for Target Behavior

Functional Assessment-based Intervention (FABI)

Student Name: _____ Date: _____
 Target Behavior: _____

over 5 days; a minimum of 8 occurrences of the target behavior must occur within the combined 2 hours of observations with no individual observation session lasting longer than one hour; conduct an additional observation in at least one other setting. Use one form for each observation session. The Function Column should be completed AFTER all observations

Added numbering system to Observation Session

Observation Session#	C	Consequence	Function
____.1			
____.2			
____.3			
____.4			
____.5			
____.6			
____.7			
____.8			
____.9			
____.10			
____.11			
____.12			
____.13			
____.14			
____.15			
____.16			
____.17			
____.18			
____.19			
____.20			

A-B-C Data Collection Form

ABC DATA COLLECTION FORM

Functional Assessment-based Intervention (FABII)

Observer: _____ Student Name: _____ Date: _____
Start Time: _____ End Time: _____ Target Behavior: _____

Guidelines: Conduct a minimum of 2 hours of observation over 5 days; a minimum of 8 occurrences of the target behavior must occur within the combined 2 hours of observation; observations may be in different time increments with no individual observation session lasting longer than one hour; conduct an additional observation in at least one setting where the behavior is least likely to occur. Use one form for each observation session. The Function Column should be completed AFTER all observations have taken place. **ABC Data is NOT graphed.**

Observation Session#	Context	Antecedent (Trigger)	(Target) Behavior	Consequence	Function
____.1					
____.2					
____.3					
____.4					
____.5					
____.6					
____.7					
____.8					
____.9					

Record the sequence of observations. For example write 1 in Session # for the first observation session, a 2 for the second and so on. Use the “new plate” for each observation session rule to simplify recordings.

This numbering system helps to organize the observations. For example, observation 2 on the first session will be numbered 1.2; Observation 2 on Session 3 will be numbered 3.2, and so on. Remember, these numbers will be added to the Function Matrix.

Tier III Behavior: FABl Notebook



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Annotated A-B-C Data Collection Form

ABC DATA COLLECTION FORM

Observer: (1) _____ Student Name: (2) _____
 Start Time: (4) _____ End Time: (5) _____ Target Behavior: (6) _____

Guidelines: Conduct a minimum of 2 hours of observation over 5 days; a minimum of 8 occurrences within the combined 2 hours of observation; observations may be in different time increments with no longer than one hour; conduct an additional observation in at least one setting where the behavior occurs during each observation session. The Function Column should be completed AFTER all observations have taken place.

Observation Session# (7)	Context (8)	Antecedent (Trigger) (9)	Behavior (10)	Consequences (11)	Function (12)
____.1					
____.2					
____.3					
____.4					
____.5					
____.6					
____.7					
____.8					
____.9					
____.10					
____.11					
____.12					
____.13					
____.14					
____.15					
____.16					
____.17					
____.18					
____.19					
____.20					



A-B-C Data Collection Instructions

Why collect ABC data? ABC data is used to organize information over several observations sessions by recording the types of behaviors observed and the events that precede and follow the behavior. This assists the team in forming a hypothesis statement and gathers evidence that the function maintaining a problem behavior has been identified.

How much data?

- Conduct a minimum of 2 hours of observation over 5 days;
- A minimum of 8 occurrences of the target behavior must occur within the combined 2 hours of observation;
- Observations may be in different time increments with no individual observation session lasting longer than one hour;
- Conduct an additional observation in at least one setting where the behavior is least likely to occur.
- Use one form for each observation session.
- The Function Column should be completed AFTER all observations have taken place.

Before you start: Consider your placement in the classroom.

- Do you have a clear view?
- Can you hear?
- Where will you have the least amount of influence on the student's behavior?

How to complete the ABC Chart:

- (1) **Observer:** Enter the name of the person conducting the observation.
- (2) **Student Name:** Enter Student Name, or code
- (3) **Date:** Enter the date of the observation.
- (4) **Time Start:** Enter the start time of the observation.
- (5) **Time End:** Enter the end time of the observation.
- (6) **Target Behavior:** Write the behavior identified from the Teacher Interview.
- (7) **Session #:** Record the number of the observation.
- (8) **Context:** Enter the setting, location, specific area of classroom, etc.
- (9) **Antecedent:** Enter the event, action or circumstances that occurred before the student's behavior.

Questions to consider:

- What was happening just **before** the behavior?
- **Where** did the behavior happen?
- **Who** was there?

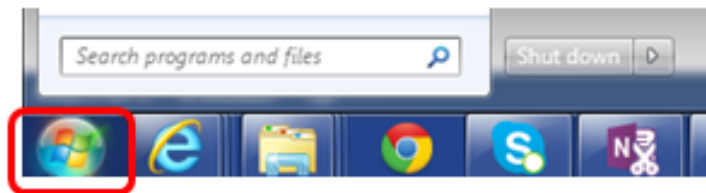
Notebook or Network Share Site: Annotated Forms

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USE OF WICHITA NETWORK SHARE SITE

Accessing the Tier III Behavior Training: Functional Assessment-Based Intervention (FABI) Share

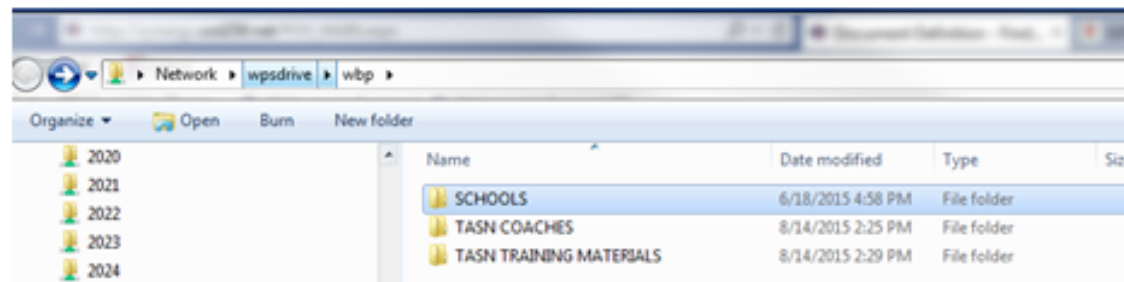
Click on your windows icon – lower left hand side of your screen



Type in this network location below in the search box that appears >select search or hit enter key.

<\\wpsdrive\wbp>

Open the schools folder and select your school folder



TASN Support Materials on the Network Share Site

Folder Arrangement

- School Folder
 - On-going FABI Forms
- TASN Support Materials
 - Additional Resources
 - Annotated Forms
 - Notebook
 - Power Points



New Target and Replacement Behavior: Overview

Overview:
Logic of focusing on
one target behavior

Functional Assessment-based Interventions Process Guide:
Component Checklist: Target and Replacement Behavior

The purpose of this document is to help teams who are designing, implanting, and evaluating functional assessment-based interventions (FABI, Umbreit, Ferro, Liaupain, & Lane, 2015). This guide (Table 1) develop accurate target and replacement behaviors.

Target and Replacement Behavior are developed in Step 2. The target behavior, also called the **Behavior of Interest**, is the behavior selected to increase or decrease as a result of implementing the functional assessment-based intervention (Cooper, Heron & Heward, 2007; Umbreit et al., 2007). Target behaviors are defined topographically and include a brief description of the behavior as well as detailed examples and nonexamples.

The target behavior is identified during the Teacher Interview. Teams working through the process are encouraged to confirm (e.g., with a Coach) the target behavior using the Target Behavior Component Checklist, after questions 1-2 of the teacher interview (i.e., Preliminary Functional Assessment Survey; Dunlap et al., 1993) before proceeding to question 3 to ensure the operational definition is observable, measurable and includes both examples and nonexamples. This target behavior will carry forward through all remainder sub-steps of Step 2 (See Table 2).

The logic of focusing on one target BEHAVIOR, in this training experience across the functional assessment, ensures the identified function(s) of the target behavior accurately reflect the specific behavior and setting of interest.

Common, E. A., Lane, K. L., and Oakes, W. P. (2015). Functional Assessment-based Interventions Process Guide: Component Checklist for Target and Replacement Behavior. Unpublished tool.

Step 2:	Conducting the functional assessment
1.	Cumulative File
2.	Teacher Interview
3.	Parent Interview
4.	Student Interview
5.	ABC Data Collection
6.	Function Matrix

Table 3. Identify a Target Behavior

Team: Step in identifying target behavior

Step 2.2. Interview the teacher using the Preliminary Functional Assessment Survey (Dunlap et al., 1993):

The following two questions, come from the Preliminary Functional Assessment Survey

1) *Q1: List and describe behavior(s) of concern.*

2) *Q2: Prioritize these behaviors (which is the most important?)*

→ If the behavior is aggression or tantrums for example, can you identify a behavior earlier in the cycle?

→ RESOURCE: Addressing Disruptive and Noncompliant Behavior (Part 1): Understanding the Acting Out cycle: <http://iris.peabody.vanderbilt.edu/module/31/>

3) Draft operational definition of target behavior, including:
-Label
-Definition
-Examples
-Non-examples

4) Focus on the identified target behavior through duration of teacher interview, and remainder of functional assessment.

Coaching: When necessary, the team should...

→ Is the behavior of concern aggression or tantrums? If so, has the team identified a behavior across the phase of the acting out cycle (i.e., triggers, acceleration and peak)?

→ Has the team prioritized a behavior earlier rather than later in the acting out cycle?

→ It is possible to also measure higher intensity behavior, however, we want to focus intervention efforts earlier in the acting out cycle, when behaviors are more amenable to change.

→ Does the behavior include all four components of an operational definition, including: label, definition, examples, and non-examples?

→ Is the behavior repeatable, measurable and observable?

→ Does it pass the dead man's test?

→ Does the definition refrain from including possible function or reason why the behavior is occurring?

→ Does the team use the same target behavior across interviews (e.g., teacher, parent, and student) and direct observation (A-B-C data)?

Common, E. A., Lane, K. L., and Oakes, W. P. (2015). Functional Assessment-based Interventions Process Guide: Component Checklist for Target and Replacement Behavior. Unpublished tool.

Considerations for use
with component
checklists

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- SEA PUBLIC REPORTS
- CURRENT KANSAS APR REPORTS (LOGIN REQUIRED)
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AUGUST 2015

Sun	Mon	Tue	Wed	Thu	Fri	Sat
26	27	28	29	30	31	1
		2015 Summer Leadership Conference				
2	3	4	5	6	7	8
	8:30a MIS	10a Design	+2 more	10a Design		
9	10	11	12	13	14	15
16	17	18	19	20	21	22
		+2 more				
23	24	25	26	27	28	29
		8:30a MIS	+3 more			

UPCOMING CONFERENCES

Kansas Multi-Tier System of Supports Symposium

September 3-4 2015
Hyatt Regency Wichita, KS
Registration Opened

Tri-State Regional Special Education Law Conference

November 6 & 6, 2015
CenturyLink Center
Omaha, Nebraska

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Dr. Terry Scott:
Opportunities to Respond Video

Frequency Recording Video

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Resources:
Terry Scott

Content Snapshots

- SARS
- SSIS
- Target Behavior
- ABC Data Collection
- Function Matrix
- Replacement Behavior
- Data Measurement



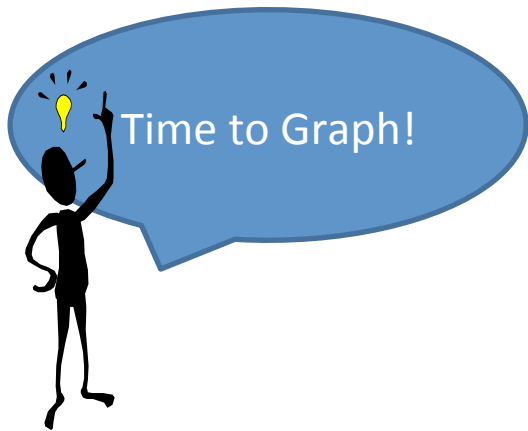
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Resources

Tier III Behavior: Functional Assessment- Based Intervention (FABI)

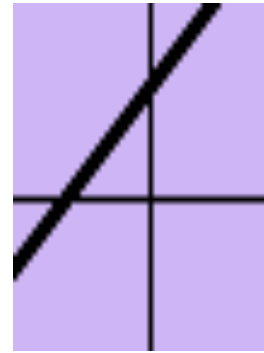
Overview Video with Dr. Kathleen Lane



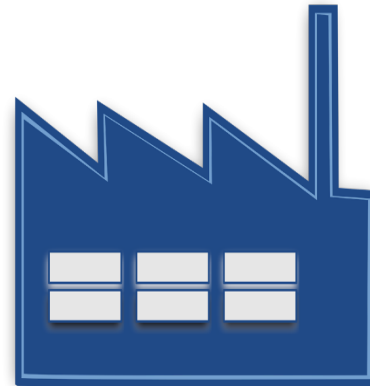


Level

**PUTTING IT ALL
TOGETHER:
WHEN TO MAKE PHASE
CHANGE DECISIONS**



Trend



Stability

Component Checklists...Coming Soon

Reflection

- 3** Three things you were reminded of today.
- 2** Two things you appreciated about today's training.
- 1** One question you still want to ask.

Thank you...



The University of Kansas

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Wichita Public School Educators