mfba multimodal
functional behavioral assessment

Functional Behavioral Assessment and Behavior Intervention Planning for Disruptive Children with Disabilities

http://mfba.duq.edu

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Overview

- Why conduct functional behavioral assessments
- Approaches to FBA
- Multimodal approach to FBA
- Conducting Functional Behavioral Assessments
  - Domains and Function Categories
  - The Functions
  - Critical Thinking & Team Functioning
- Writing Behavior Intervention Plans
  - Treatment Valid Interventions

Best Practices & I.D.E.A.

- In cases of a change in placement due to disciplinary action a functional behavioral assessment must be conducted to inform the development of a behavior intervention plan

- In the case of a child whose behavior impedes his or her learning or that of others, consider, when appropriate, strategies, including positive behavioral interventions, strategies, and supports to address that behavior

General guidelines about when to conduct FBA/BIPs

- ✎ When suspending a child with a disability from educational services

- ✎ Review the plan when a child with a BIP is again suspended

- ✎ Whenever behavior impedes student's learning or that of others

Approaches to FBA/BIPs in the School Context

- ✎ Applied Behavior Analysis model
  - Antecedents, behavior, & consequences
  - Experimental Manipulation

- ✎ Structuralism v. Functionalism

Approaches to FBA/BIPs in the School Context (cont.)

- ✎ Functional Communication
  Behavior serves a specific communicative function

- ✎ A more functionalist approach

Assumptions of this integrated approach - multimodal

- FBA should adopt aspects of both structural and functional psychology

- FBA should recognize the complexities of children's problems by allowing for multiple theoretical perspectives that provide complex, interacting explanations of behavior

Assumptions of this integrated approach - multimodal (cont.)

- Interventions are associated with functions, not with behavioral goals!

- Strategic and valid interventions should be coupled with a commitment to treatment integrity and critical outcome evaluation

Multimodal FBA Facilitates Team Problem-solving

- **Methods**
  - Short-run Empiricism
  - Problem-solving
  - Critical Thinking
- **Members**
  - Members of the IEP team
  - Individuals from across domains who are involved with student
  - Parents, teachers, administrators, community members, law enforcement personnel, health care professionals, state agency representatives

Overview of the FBA/BIP Process

- Collect information

- Describe the behavior

- Determine the functions of behavior

- Develop a plan of intervention

- Implement the plan correctly

- Evaluate the outcome of the plan

Functional Behavioral Assessment (Description)

- Data Sources
- Describe behavior
- Settings
- Frequency
- Intensity
- Duration
- Describe previous interventions
- Educational impact

Functional Behavioral Assessment (Function)

- The identification of <u>important</u>, <u>controllable</u>, <u>causal</u> functional relationships applicable to a specific set of target behaviors for an individual client

- Multimodal: each behavior typically has multiple cause contributing differentially to the expression of the behavior

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Organization of Functions

Contexts	Categories
✍ Child	✍ Proximal
✍ School	✍ Distal
✍ Peers	✍ Physiological
✍ Family	✍ Intrapsychic

The Functions

- ✍ **Affective regulation/emotional reactivity**
- ✍ **Cognitive distortion**
- ✍ **Reinforcement**
- ✍ **Modeling**
- ✍ **Family issues**
- ✍ **Physiological/constitutional**
- ✍ **Communicate need**
- ✍ **Curriculum/Instruction**

"Computing" Function:
An heuristic

a. chronically irritable
b. looked at the wrong way
c. intermittent arguments with brother
d. teaching is not engaging
e. very few successes in school

Behavior = 10a + 1b + 1c + 5d + 10e
Is there another configuration that makes sense?

Behavior Intervention Plan

- Describe the expected outcomes and goals for the plan

- Specify the interventions used to achieve the goals

- Specify person who is responsible for specific interventions

- Specify a review date

Standards of a Good Intervention

- Treatment Validity
  - An intervention effectively treats the challenging behavior
  - An intervention is logically related to the functions of the behavior

- Treatment Integrity
  - The degree to which an intervention was conducted correctly and consistently

Affective Regulation

- Skill Building

- Self-Monitoring

- Tagging emotions

- Direct Counseling

- Psychiatric Services

Cognitive Distortions

- ✍ Countering Techniques
    - thought stopping
- ✍ Reappraisals
    - global, stable, and internal
- ✍ Self-statements
- ✍ Stress Inoculation
- ✍ Proactive Tx and insight training
    - e.g., conduct disorder

Reinforcement

- ✍ DRO/DRL vs. DRI
    - DRI = replacement behaviors
- ✍ Extinction
- ✍ Verbal reprimands
- ✍ Time outs
- ✍ Suspension as a consequence
- ✍ Overcorrection

- ✍ Countercontrol

Modeling

- ✍ In general, determine the need being met through modeling and meet that need in socially appropriate ways
- ✍ Individuals
    - across contexts
- ✍ Groups
    - preppies, goths, jocks, skaters, gangs, kickers
- ✍ Social Initiation Toward Affiliation
    - cooperative learning

Family Issues

? Social Worker Contact

? Family Counseling/Support

? Parenting Classes

? Home-School Partnership

? These are all related services under IDEA

Physiological/Constitutional

? Special education
  – OT, PT, Adaptive PE etc.

? Medical referral for transient conditions

? For severe disabilities
  – Behavioral approach & functional communication

Communicate Need

? In general the approach should be about moving from the overt to the covert

? Tagging followed by appropriate communication
  – Cumulative effect is identification of emotion and training of appropriate emotion

? Systematic training of appropriate communication

Curriculum/Instruction

✍ High standards and relevant curriculum

✍ Various issues with ways of teaching

✍ Apply Effective Schools Literature on a systems level
  – climate conducive to learning
  – high expectations
  – high levels of time on-task
  – clear instructional objectives
  – principal is a strong program leader

Maintain the Plan

✍ Consistent, Systematic, Cumulative

✍ Behavior change does not have to be absolute

✍ Looking for reasonable improvement in behavior (it takes time)

✍ Maintain the plan if it is effective, but needs to be continued

Convenient Outcome Data to Collect

✍ **Amount of work turned in**
✍ **Discipline referrals**
✍ **Grade report**
✍ **Frequency of time outs or direct intervention**
✍ **Student report**
✍ **Parent report**
✍ **Structured Observation**

Modify the Plan…

- Problem description/functional assessment
- Expected outcomes/goals (are they reasonable and achievable?)
- Interventions
- Identify barriers to plan implementation for each identified plan participant
- Consult literature or experts to determine the most valid intervention for the problem behavior

Identifying Ineffective Schools

- If the school is the problem, intervention should be on a level higher than the child!

- Quality of student experience
- Professional life of teachers
- Leadership
- Governance
- Coordination with the community

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