

Policy to Practice: Functional behavior assessment and evidence based intervention across sectors

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Children's Mental Health Research and Policy
Conference

Our objectives:

1. Analyze 10 school and community based practices in terms of supporting evidence, and evaluate how your agency or organization can integrate these practices among and between organizations and agencies.
2. Discuss 3 benefits to including community participants in conducting the functional behavior assessment.
3. Compare student outcomes through case study of properly conducted functional behavior assessment.

A problem

As seen by the very low number of children who are eligible to receive formal services—only about a **half million**

children <http://nces.ed.gov/fastfacts/display.asp?id=64>

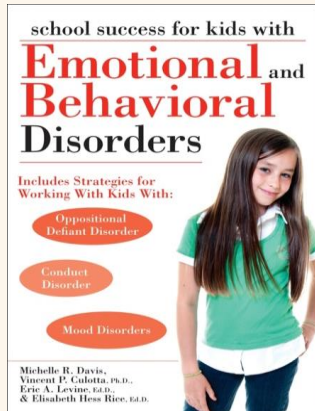
It is widely understood that there is a **vast underserving** of kids with challenging behaviors in our schools. Researchers estimate that more than **10 million** children are affected by a mental health problem.

Behavior Skills are Important

This large number of students with emotional and behavioral challenges **face difficulty in their everyday functioning at home, in school, and in the community**. The **outcomes** for this important group of students are currently the **poorest** when compared with other disability groups (Kutash et al., 2006).

School Success for Kids with EBD

Multiple Perspectives



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School Success for Kids with EBD

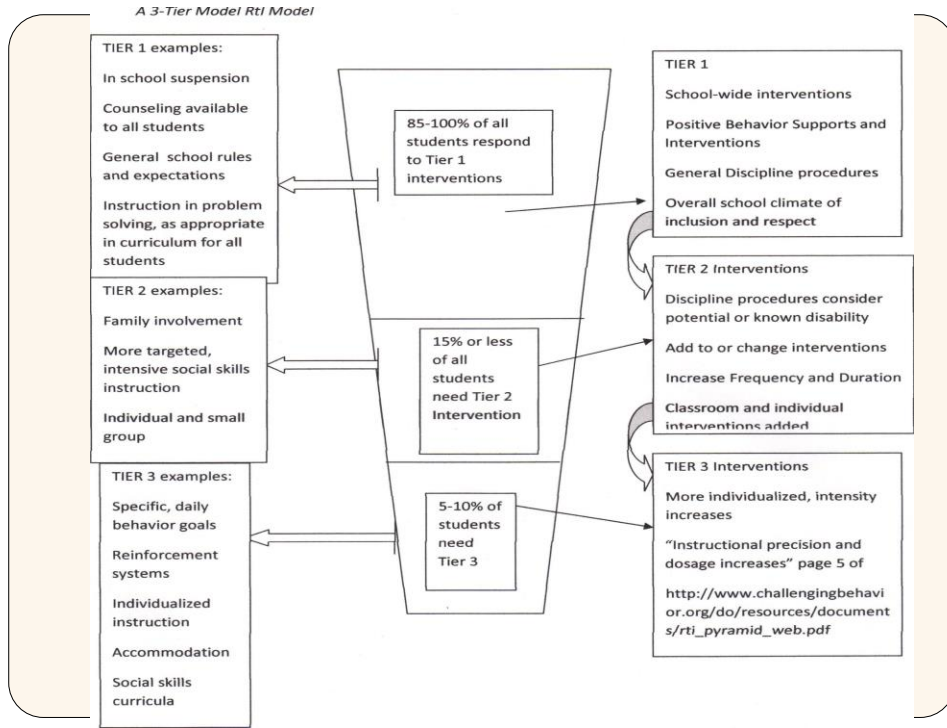


10 Quality Indicators for School Wide and Classroom Supports

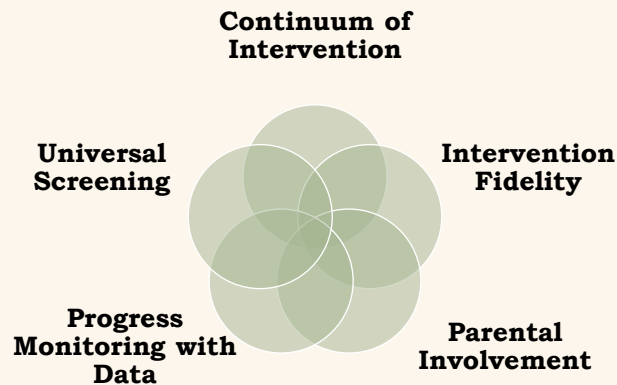
- #1: A Problem-Solving Framework Is Used
- #2: Intervention Is Sought Early
- #3: Consequences Are Used Rather Than Punishment
- #4: Staff Is Prepared, Ethical and From Different Disciplines
- #5: Language and Reading Needs Are Examined

10 Quality Indicators for School Wide and Classroom Supports

- #6: Academics Are Paramount
- #7: Full Continuum of Supports in the Least Restrictive Environment
- #8: Data Drive Decisions
- #9: Both Classroom Management Tools and Behavior Change Tools Are Used
- #10: Parent Partnerships Are Paramount



Problem Solving Framework: Response to Intervention



P. 59 Special Needs Advocacy Resource Book
 Figure 4. Components of RtI
 Prufrock Press, Waco, TX

PBIS—For all children

- School wide intervention
- Class wide intervention
- Small group intervention
- Individual intervention
- Community Interventioni
- Involve the parents
- Behavior management vs. behavior change

Let's pause to look at

- Graphic Organizer

- Question:

How can or does your agency or organization integrate these practices among and between organizations and agencies?

FBA: What is it?

- the **systematic** process of gathering information
- to guide development of an effective and efficient behavior **intervention plan** for the problem behavior
- Multidisciplinary
- Ongoing
- Data driven
- Some states have defined FBA in regulations

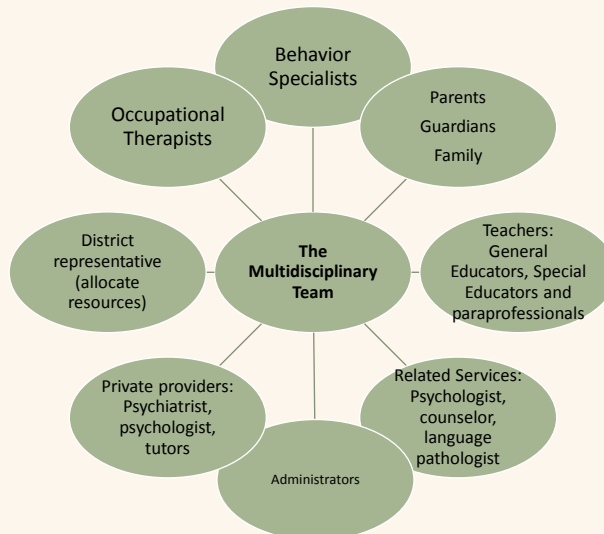
FBA: What it is NOT

- A one-shot deal
- A one man canoe
- A document for the child's folder
- Limited to attention seeking functions or motivation
- Isolated from the student
- Done after the Behavior Intervention Plan

Purposes of FBA

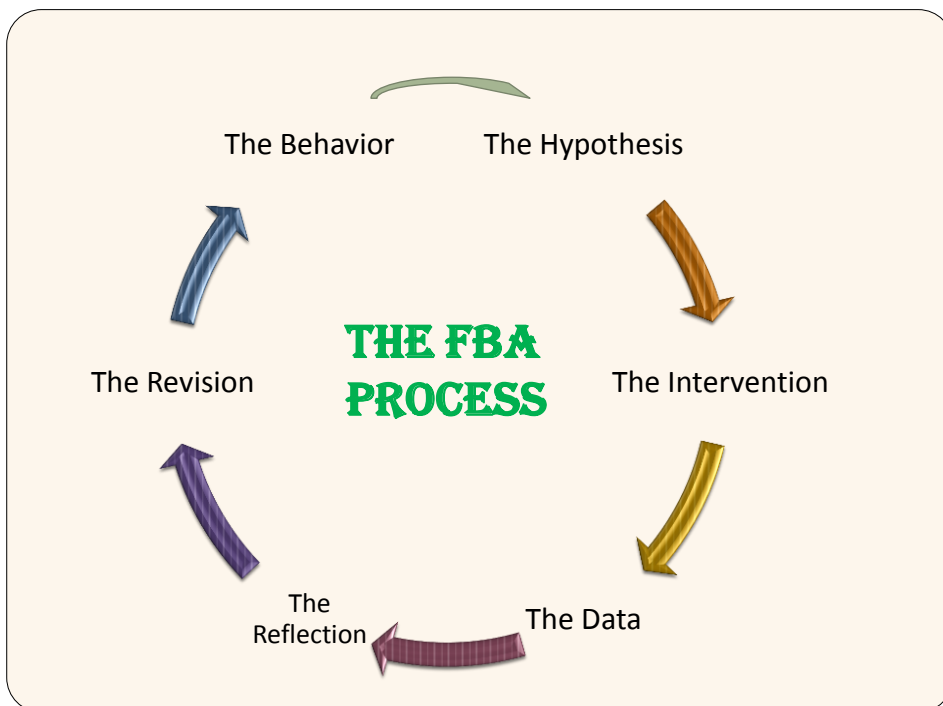
- to define how serious the behavior is and how it affects learning;
- to quantify with data how long the behavior lasts, when it occurs, and under what condition it occurs;
- to find out what sustains the behavior;
- to discover why the behavior is occurring; and
- to inform the development of the intervention or instruction.
- to assist manifestation determination process

Who conducts the FBA?



POLICY to Practice

- Individuals with Disabilities Education Act
- Americans with Disabilities Act Amendments
- Rehabilitation Act
- State law
- General education policies



How Behavior is Defined--Perspectives

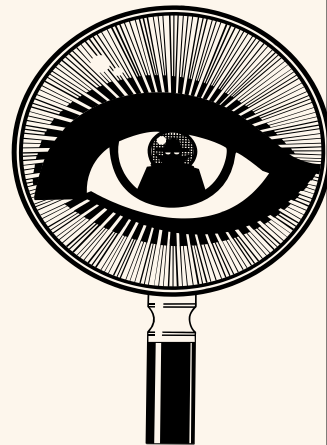
STEP 1

Define the behavior:

- **Define** and analyze the interfering behaviors
- Document the discussions
- Develop **observable** definitions of 2–3 targeted behaviors

Perception Matters

- A child's emotions, behaviors, and ability to get along with others are difficult to measure, but easy to perceive...
- Adult perceptions of a child's challenging behavior become a major factor in how a team and parents work together to solve problems.



How to Define Behaviors

WRONG

- Disrespectful
- Dishonest
- Unmotivated
- Attention Seeking
- Noncompliant
- Dangerous
- Disruptive
- Moody
- Depressed

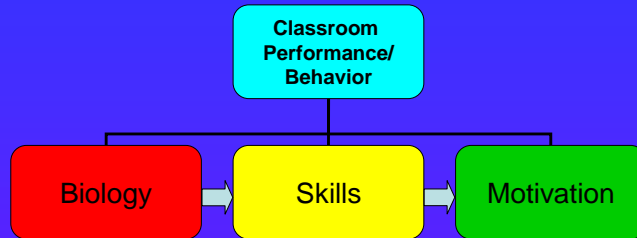
RIGHT

- Swears and yells
- Says “it’s your fault”
- Puts head down on desk
- Dances around classroom
- Leaves the classroom without permission
- Laughs then cries within 2 minutes of one another
- Speaks slowly, looks down

Step 2: Develop Hypotheses

- Ask WHY the behavior may be occurring
 - Generate hypotheses about functions or causes of behaviors
 - Generate hypotheses about what is happening before and after behavior that may be supporting or reinforcing behavior
 - Analyze whether the behavior is due to a skill deficit, a performance deficit, or both
- Consider individual factors that may contribute

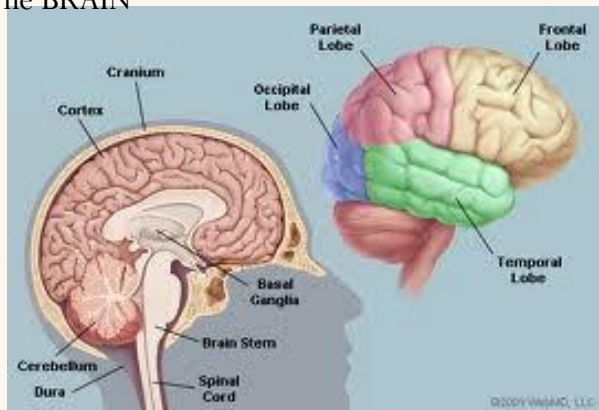
Brain Science to Classroom



To what extent is a student's behavior/performance a function of biology, skills, and motivation

Neuropsychology perspective:
It's all about...

The BRAIN



Risk Factors in Childhood

- **Postnatal brain injury and traumatic brain injury.**
- **Abuse, neglect, and deprivation.**
- **Adoptees.**
- **Adolescence.**
 - *Adolescent brains seek risk.*
 - *Adolescent brains may misperceive emotions.*
 - *Teen impulsivity and inhibition.*
 - *Sleep and hormones.*
 - *Alcohol and substance abuse.*

Medical Perspective

DO

- Seek evaluation by medical professional
- Consider side effects
- Ensure a doctor is part of the MDT, as needed
- Ask the doctor to review the FBA and BIP

DON'T

- Allow non-physicians to discuss medications or medical factors
- Expect too much from medication intervention
- Use medication alone and expect it to 'work'
- Allow school district to require a medical evaluation

Function: Medical or Sensory Factors

A **decision to seek medication** consultation often is driven by several **factors**, including when:

- school pressure mounts due to behaviors suggesting threats to anyone's safety,
- legal pressure to treat students who have exhibited symptoms and behaviors that are in violation of the law increases,
- risk of losing daycare and school placement occurs,
- the emotional or behavioral skills interfere with child's learning,
- parents and the child agree that other interventions are not enough.

Function: To get something

- COMMUNICATION SKILLS-Verbal and Nonverbal

Can the child communicate what she is trying to get?

- SELF AWARENESS AND SELF ADVOCACY SKILLS

Does the team know what she is trying to get?

- REINFORCERS can be tricky

Function: To avoid something

- Fear
- Anxiety
- Schoolwork too difficult, at frustration level
- Personality of staff and student
- Sensory factors
- Conflict
- Success
- Vulnerability

FBA Step 3: Put the interventions in place

- Social Skills should have curriculum and be evidence based
- Cognitive behavior therapy
- Movement and exercise
- Staff training
- Reinforcement schedules
- Time out procedures
- Flash pass pros and cons
- Be thoughtful about whether interventions are reinforcers
- Counseling
- Parent counseling and training

FBA Step 4: Collect Data

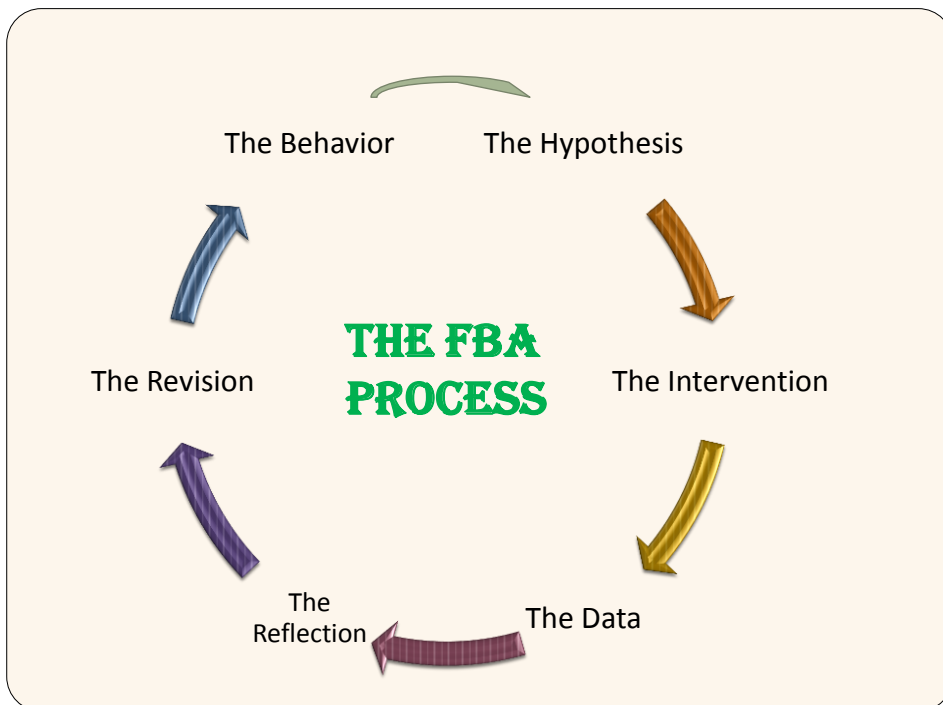
- Collect data to test the hypotheses
- Decide who will collect data
- Decide how to collect data
- Gather data collection tools

FBA Step 5: Set a Schedule for Review

- Reflection:
 - Assess whether the hypotheses were correct based on data
 - Assess whether the interventions are effective based on data
 - Reflect on the previous steps and fill in gaps
 - Plan to revise the individual plan, if warranted

FBA Steps 6 , 7: Revise and Repeat

- Revision:
 - Revise behavior intervention plan, IEP, or 504 Plan
 - Revise data collection systems
 - Continue or change interventions
 - Collect ongoing data and plan to review or revise as needed
- Repeat the process



Let's look at a case study

- Any time the MDT determines a child needs a BIP for behavior that interferes with learning or functioning.



Discussion: CASE STUDY

Think of a child and discuss

A properly conducted FBA:

What have you experienced?

What factors contribute to your organization's ability to conduct FBA and provide EBMs?

Graphic Organizer

- 3 benefits ?

Our objectives: How did we do?

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