CENTER ON PBIS Positive Behavioral Interventions & Supports

TIER 3 COMPREHENSIVE FUNCTIONAL BEHAVIOR ASSESSMENT (FBA) GUIDE

CENTER ON PBIS

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Tier 3 Comprehensive Functional Behavior Assessment (FBA) Guide

Center on Positive Behavioral Interventions and Supports

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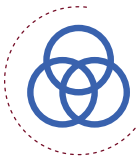and Office of Elementary and Secondary Education
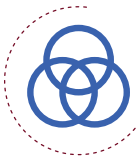
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Introduction

The purpose of this practice guide is to help teams conduct a comprehensive functional behavior assessment, develop a function-linked behavior intervention/support plan, and make data-based decisions. Functional behavior assessments help teams to identify the relation of targeted serious and intense (i.e., challenging) behavior to the environmental events that occur before and after the behavior is performed. The information gathered is organized into a statement, typically called a hypothesis, which is the team's roadmap to developing a behavior intervention/support plan. FBA/BIPs have a wealth of research showing effectiveness in schools (e.g., Anderson & Long, 2002; Dwyer et al., 2011; Iovannone et al., 2009) and is considered the "gold standard" and the core for individualized behavior interventions/supports.

Tier 3 Comprehensive Functional Behavior Assessments provides individualized, customized support to one student that meets his/her unique needs. It is a team-based approach and is intended for students who have serious, chronic challenging behaviors that significantly interfere with student success in and out of school. Comprehensive approaches provide all the essential steps and materials needed for implementation including progress monitoring tools, implementation fidelity, and active coaching to support teachers implementing behavior intervention/support plans.

This guide includes key practices to be included in a comprehensive approach and is intended to help educators have a systematic process that can be applied consistently throughout schools and districts while still retaining flexibility to meet the specific needs of each individual student. This guide was developed as a part of a series of Tier 3 guides that focus on systems and practices for supporting students with intensive needs. If you are interested in the companion guides, please review:

- Tier 3 School-level Systems Guide[1]
- Tier 3 Student-level Systems Guide[2]
- Tier 3 Brief Functional Behavior Assessment (FBA) Guide[3]
- Wraparound and Person-Centered Planning[4]

Comparison of Levels of Functional Behavior Assessment/Behavior Intervention/Support Plan

Although functional behavior assessment processes have been implemented in schools for several decades, several challenges exist that impact the feasibility of implementing it within typical school settings. Some of the challenges are due to systems issues, including having enough resources (e.g., time) to meet the needs of students with intensive levels of behavior. Others are skill-based, which includes having a cadre of trained educators who can effectively guide teams to engage in functional behavior assessments and develop/implement behavior intervention/support plans that will be effective.

To help address the systemic issue of having enough resources to effectively support students who need functional behavior assessments, educators may consider moving from the idea that there is a "one-size fits all" functional behavior assessment and instead think about a continuum of increasingly intensive levels (Scott et al., 2010). An efficient or brief functional behavior assessment[5] process may be an entry level for students with milder behavior challenges. Comprehensive approaches (this guide) would be used for students with more serious challenging behaviors. Finally, wraparound[6] approaches would be used for students who have complex, multiple needs that cannot be resolved with only a functional behavior assessment.

Table 1 provides a side-by-side comparison of the different levels. To learn more about the Brief FBA and/or Wrap Around approaches, please see the companion guides listed above.

Table 1. Comparison of the Different Levels of Support

Feature	Brief	Comprehensive	Wraparound
Behaviors	• Mild, somewhat disruptive • Number of prioritized behaviors are few (one or two) and pattern of occurrence is clear • Behaviors that occur in one or two settings or activities	• Moderate/severe • Disruptive enough to impact student success and teacher ability to instruct • Multiple behaviors occurring in multiple environments, potentially for different functions	• Severe behaviors that require supports beyond the school • May require team members who have expertise in specialized areas • Behaviors are impacted by complex issues (e.g., substance abuse, family dynamics, mental health needs)
Teaming	• Small (teacher/coach) • Other input sought outside of meetings • Student included when appropriate	• Size expands to include multiple people in school, IEP team if applicable, family, community, and student • Specific team roles and responsibilities • Consensus process established	• Size expands to include people from all areas of student's life who are vested in student success including IEP team members if applicable, • Outside agencies and supports enrolled • Includes person-centered planning that leads to wrap-around supports
FBA	• Emphasis on indirect sources of FBA information (typically gathered from classroom staff).	• Both indirect and direct methods of FBA used and from multiple informants	In addition to FBA • Strength-needs assessment • Goals/vision reflecting voices of student and family • Other assessment information related to areas of concern (medical, therapeutic)
BIP	• Plan developed within FBA meeting • Centers on prevention strategies and teaching and reinforcing replacement behavior and desired skills • Plan addresses features that enhance success and minimize failure of plan	• Multiple component plan including antecedent strategies, replacement behaviors, reinforcing replacement behaviors, and changing responses to challenging behavior • Safety plan developed if challenging behavior is harmful	• Full range of intervention options considered (beyond school) • Integration of multiple disciplines to address multiple challenges • Action plan that addresses goals developed from Person-Centered Plan vision
Progress Monitoring	• Student outcome data (baseline and intervention) • Implementation fidelity • Follow-up meetings within reasonable timeframe (e.g., 2 weeks) to review data • Decision-making based on data	• Student outcome data (baseline and intervention) • Implementation fidelity • Follow-up meetings within reasonable timeframe (e.g., 1-3 weeks) to review data • Decision-making based on data • Social validity • Coach/teacher alliance	• Involves coordination of multiple-agencies that includes consistent follow-up to review progress on action-plan steps • Student outcome data (baseline and intervention) • Implementation fidelity • Follow-up meetings within reasonable timeframe (e.g., 1-3 weeks) to review data • Decision-making based on data • Social validity • Coach/teacher alliance • Measures of broader outcomes (e.g., Quality of Life)

Teaming

Before starting to conduct a comprehensive FBA, a student-focused team is formed. The team is responsible for implementing each step of the FBA process. Team formation should consider the following:

- Team membership
  Note: For students who have individual education plans (IEPs), members from the IEP team should be included..

- Team roles/responsibilities

- Team processes for collaboration and reaching consensus

Team Membership

Team membership for comprehensive FBAs can include consistent members who participate and/or facilitate in all FBA meetings (either within a school, across the district, or a combination) or in IEP meetings, if applicable; however, there is an ad-hoc nature to the team as the teacher(s) and parent/family members will be those who know the individual student and have a vested interest in the student's success. The number of team members will vary depending upon the student behaviors and others impacted by the behavior. It is suggested that educators consider having team members who represent the following areas of expertise/knowledge.

- Members with knowledge of the student

  - These individuals provide the primary information about the student and the relation of the environment to the challenging behavior

  - Interact with the student on a regular basis

- Family, teacher(s), para-educators, the student

- Other people who provide supports (speech pathologist, bus driver, guidance counselors, etc.

- Members with knowledge of the science (behavior analysis) of functional behavior assessment

  - This member is the coach who will guide the team throughout the steps of the FBA process and support the teacher in implementing the behavior intervention/support plan

  - This can be a behavior analyst, school psychologist, behavior intervention specialist, etc. with expertise and experience with FBA and function-linked behavior intervention/support planning

- Members with knowledge of the school/district resources, policies, culture, etc.

  - This member provides information for accessing resources

  - This member describes policies that may impact the FBA and assists with brainstorming how to adapt policies or processes to enhance the success of a behavior intervention.

Team Roles and Responsibilities

Clear delineation of roles and responsibilities of each team member can ensure that comprehensive FBA team meetings run more efficiently, and activities identified are carried out as intended. Prior to determining the roles and responsibilities of team member, it may be beneficial to decide if there will be an extended team and a core team. An extended team would consist of multiple team members who

would provide information related to the targeted student and challenging behavior, provide support to the teacher/implementor, review data, and participate in broad decisions. The core team would primarily include the coach and the teacher or educator who will implement the behavior intervention/support plan.

Examples of team-member roles and responsibilities are:

- **Coach**

  - Keeps team discussion focused on data and facts

  - Prepares agenda with meeting outcomes

  - Summarizes decisions and future actions

  - Helps team come to consensus

  - Supports the teacher to implement the intervention/support plan (see Active Coaching Process)

  - Guides team to review data and make next-step decisions

- **Primary Implementor(s)**

  - Actively engages in discussion

  - Provides information about student and behavior

  - Agrees to collaborate with the coach in developing behavior intervention/support procedures that will work in his/her classroom

  - Agrees to be trained by the coach to implement the plan

  - Participates in active coaching including indicating the type of coaching that best matches his/her context and gives reflections on implementation.

  - Collects progress monitoring data

- **Recorder**

  - This role may be helpful with larger teams

  - Records discussions and decisions made

  - This can be a rotating role

- **Timekeeper**

  - This role may be helpful in larger teams

  - Keeps the team within time limits designated for specific topics

  - Delivers prompts to team when time is about to end or asks team where to take time from if team wishes to continue discussion

  - This can be a rotating role

Having an agenda for each meeting/activity of a comprehensive FBA/BIP process is very helpful in keeping teams on track. It also can give the team clear outcomes for the meeting and information each person is to bring to the meeting. An example of an agenda for the first meeting of the comprehensive FBA/BIP process is shown in Figure 1.

Figure 1. Example FBA/BIP Team Meeting Agenda

FBA/BIP Team Meeting Agenda-Meeting 1					

Today's Meeting:	**Date**: 3/3/20	**Time**: 2:00	**Location**: Library	**Coach**: Joan	**Minute Taker**: Tom
Next Meeting:	**Date**: 3/10/20	**Time**: 2:00	**Location**: TBD	**Coach**: Joan	**Minute Taker**: Cho

Today's Agenda Items	Next Meeting Agenda Items	Potential Problems Raised
1. Come to consensus on team member representation (5 min.) 2. Come to consensus on student's behaviors to be decreased and increased (15 min.) 3. Define behaviors (10 min.) 4. Prioritize behaviors for FBA (5 min.) 5. Set up progress monitoring tool (15 min.) 6. Schedule date for meeting 2 (2 min.) 7. Assign/review tasks (FBA interviews, observations, data) (5 min.)	1. Review data from progress monitoring tool 2. Review FBA information 3. Come to consensus on hypothesis 4. Begin to select interventions	

Minutes

Action Items	Discussion	Decision/Task (Who, When)
1. Team member representation	•	
2. Identify, define, prioritize, behaviors	•	
3. Set up progress monitoring tool	•	
4. Schedule next meeting	•	
5. Assign tasks	•	

Team Processes for Reaching Consensus

Comprehensive FBA/BIP teams consist of diverse individuals who may have shared goals and outcomes but may disagree on the actions to take to achieve them. Engaging in meetings to discuss challenging behaviors of a student can often result in discussions in which emotions are strong and opinions set. There are several team processes that can help move a team, even one that has struggled working collaboratively, to come to consensus. Consensus, as applied to the comprehensive process, means that all team members can live with the decision and follow through with the activities that follow. Some methods that can assist a team to come to consensus as well as effectively communicate include:

- Establishing meeting behavior norms

- Encouraging all members to engage in discussion

- Refraining from shooting down or criticizing statements

- Brainstorming

- Nominal Group Technique[7]

- Polling or voting

- Rank ordering

Note: An example of a teaming process is the Team Initiated Problem Solving[8] (TIPS) model.

Student Involvement as Team Member

Teams are encouraged to include the student as a team member in the comprehensive approach. After all, the student has the most information about the conditions related to his/her behaviors. Students in upper elementary and higher grades typically are considered for inclusion; however, younger students who can talk about their behaviors (e.g., when they occur, what they get after the behavior occurs) and communicate preferences about intervention strategies could also be included.

When including a student in the team, discuss how the student will participate. Students may not be comfortable attending a meeting with adult team members while challenging behaviors are being discussed. Instead, the team can consider how to get input from the student that will help the team better understand the challenging behavior from the student's perspective and may increase the student willingness to participate in the intervention/support plan developed.

# Identifying, Defining, and Prioritizing Behaviors

After the team is formed and processes are established, the first step of the comprehensive FBA is to identify, define, and prioritize the behaviors of the student that the team want to see decreased and increased. Although this step is one familiar to school-based teams, it may be beneficial to use a collaborative team process (e.g., round-robin, nominal group technique) that encourages input from every team member, helps to identify the specific behaviors that primarily impact the student's success, and establishes consensus on the specific behavior to be prioritized as the focus of the FBA and BIP. The essential components for this step include:

- Identify behaviors of concern to be decreased and define in measurable and observable terms: The definition should describe the motor behaviors or other observable and measurable characteristics we would observe the student performing when engaged in the behavior.

  - Example 1: *Hitting-uses hands to slap peers on their bodies at the intensity in which it leaves a red mark while screaming "stop it".*

  - Example 2: *Withdrawing— pulls sweatshirt overhead, puts head down, and remains silent when asked questions.*

  - Example 3: *Self-injury—silently scratching the inside of arms with fingernails or sharp object with an intensity that scrapes skin or draws blood.*

- Come to consensus on the behavior to focus on first for the FBA: Although it is possible to address multiple behaviors of concern within a comprehensive process, it will require more time. Each unique defined behavior would need

a separate FBA as it cannot be assumed that all behaviors will occur under the same antecedent events nor have the same functions (described in Functional Behavior Assessment and Hypothesis Development). It is more feasible for teams to come to consensus on one challenging behavior that, if decreased, will result in significant improvements for the student, make the school day better for everyone and possibly have a pivotal impact on other behaviors. The team can always conduct FBAs on other behavior of concern later. Furthermore, it is possible that the function that maintains the occurrence of the prioritized behavior selected for the FBA and BIP might also be the function maintaining other behaviors of concern.

Note: Behaviors maintained by the same function are described by a term called **response class** *(Catania, 1998). Function-linked BIPs developed for the priority behavior may have a pivotal effect on other behaviors sharing the same function. It is recommended that if a student has multiple behaviors of concern, team members should examine whether the intervention/ support developed for one specific target behavior appears to change the other behaviors, either positively or negatively (Willems, 1974).*

- Identify behaviors to be increased and define in measurable and observable terms: The behavior selected for increasing should be an appropriate behavior that replaces the challenging behavior prioritized for the FBA. Examples could be communicative behaviors that express needs (e.g., asking for breaks, access to objects/activities/ attention) or alternate skills that enable students to be successful (e.g., being academically engaged, raising hand to ask for assistance, problem-solving novel problems, using self-calming strategies, appropriately joining in social activities). Definitions
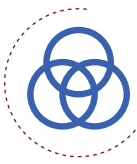
should again include the motor behaviors one would observe the student perform. For instance, academic engagement might be defined as "*eyes/ face turned toward speaker, interacting with task materials in a way that gets the task completed, raising hand to volunteer responses and ask for help, letting peers work*". Regardless of the specific behavior selected, replacement behaviors should be reinforced by the same function (i.e., result in the same maintaining consequence or type of reinforcement) as the challenging behavior.
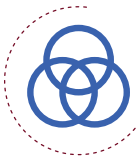
- Come to consensus on the behaviors to be increased: The behavior selected to be increased should be those that would result in significant improvement for the student and make the school days better for everyone.

Table 2 is an example of a tool that can be used by the coach and team to record behaviors identified, defined and prioritized. This tool is an adaptation from a manualized, research supported FBA/BIP process titled Prevent-Teach-Reinforce (Dunlap et al., 2019; Iovannone et al., 2009); however, it can be used with any FBA/BIP model. The example summarizes the behaviors identified and defined by the team. Behaviors in bold font are the prioritized ones that the team agreed to prioritize.

Table 2. Behaviors Identified, Defined and Prioritized for Student Named Royal

Traget Behavior	Definition (clear and observable)
BEHAVIORS TO DECREASE	
Tantrums	**Shouts out negative comments (e.g., "No", "this is stupid"), then kicks objects (her desk; nearby chairs of peers), throws objects off desk outward toward others, screams "I won't do this. You can't make me" while standing up.**
Elopement	Gets up from area and runs toward door or exit, stops and looks back over her shoulder to see if any individual is following; can escalate to stepping outside of door or exit.
Cursing	Verbally states curse words toward others using a loud volume (can be heard throughout classroom).
BEHAVIORS TO INCREASE	
Raising hand	Putting hand straight up and quietly waiting for an adult to respond prior to stating her need.
Using an inside voice	Stating her needs by using an inside voice volume.
Academic engagement	**Interacting with materials in a way that gets the task completed and/or head/eyes oriented toward speaker, raising his hand to ask for help, answer a question, or volunteer a response to teacher-led questions, allowing his neighbors to work**
Appropriately communicating his need for a break or for attention	**Asking for a break from a task and/ or attention in the form of adult or peer assistance**

bold=prioritized behaviors

Progress Monitoring/Data Collection

Once the team has specific behaviors prioritized, a progress monitoring system that will be used throughout the comprehensive process (i.e., baseline through post-implementation of behavior intervention/support plan) will be identified that will provide data on student performance of the challenging and replacement behaviors. These data will let the team know if their intervention/support plan is successful. The progress monitoring system will also let teams identify target goals of behavior performance for the student to obtain. The following questions can be answered with a daily progress monitoring system:

- Is the challenging behavior one that should be targeted for the FBA and intervention/support?

- How effective is the behavior intervention/support plan on reducing the challenging behavior?

- Is the student increasing performance of the replacement behaviors after implementation of the behavior plan?
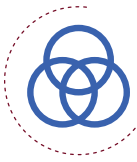
When selecting a progress monitoring system, consider feasibility of use by the teacher. There are many ways to progress monitor including direct observations to record frequency, duration, or latency. This is the gold standard for individual student data collection; however, the training that would be required for teachers to gain competency in this method may exceed resources. It can be challenging for teachers to provide instruction and respond to behaviors while also recording behaviors in real time. In these cases, the team may consider other ways to gather data that are research supported and feasible for daily use by teachers.

In recent years, Direct Behavior Ratings (DBR; Chafouleas et al., 2002) have been increasingly used

by teachers for daily data collection. DBRs combine features of direct observation and rating scales. A common example of a DBR is the Daily Report Card used in Check-in/Check-out, a Tier 2 support (Crone et al., 2010). The Neag School of Education at the University of Connecticut has a website with examples of DBRs for individualized intervention/supports.[9] Individualized DBRs give the teacher a way to record behavior occurrence by circling a rating that represents a measurement dimension (e.g., frequency, percentage, duration). This recording is customized to get the data that are needed. For example, a teacher can select to record data across specific activities, subjects, time periods or the entire day. Multiple teachers can use the DBR to record behaviors in their settings, making it easy to evaluate where behavior is improving, remaining flat, or worsening. DBRs can be made more efficient by setting them up in online platforms (e.g. Excel Google Document) and giving a teacher a link to record data daily.

Figure 2 is an example of a DBR for Royal. The tool is called the Individualized Behavior Rating Scale Tool (IBRST) and has been shown to be both reliable and valid (see Barnes et al., 2021; Iovannone et al., 2014). The IBRST can be a core-team meeting activity (between the coach and the team member who will be responsible for collecting data). The IBRST uses a 5-point Likert Scale with a 5 indicating a lot of the behavior and a 1 indicating absence or no behavior. For each prioritized behavior, the coach and teacher work together to determine the scale and measurement dimensions.

Figure 2. Example Individualized Behavior Rating Scale Tool (IBRST)

Student: <u>Royal</u>   School: <u>Main</u>   Teacher(s): <u>Mrs. Reading</u>

Behavior	Rating	Dates							
Tantrums-Reading	<9 min 6-9 min 3-5 min 1-2 min 0-1 min	5 4 3 2 1	5 4 3 2 1	5 4 3 2 1	5 4 3 2 1	5 4 3 2 1	5 4 3 2 1	5 4 3 2 1	5 4 3 2 1
Engagement Reading	80-100% 60-79% 40-59% 20-39% 0-19%	5 4 3 2 1	5 4 3 2 1	5 4 3 2 1	5 4 3 2 1	5 4 3 2 1	5 4 3 2 1	5 4 3 2 1	5 4 3 2 1
Communicate-Reading	>60% 45-60% 30-44% 15-29% 0-14%	5 4 3 2 1	5 4 3 2 1	5 4 3 2 1	5 4 3 2 1	5 4 3 2 1	5 4 3 2 1	5 4 3 2 1	5 4 3 2 1

KEY

Problem Behavior: Tantrum

Definition: Shouts out negative comments (e.g., "no", "this is stupid"), then kicks objects (his desk, nearby chairs of peers), throws objects off her desk outward toward others, screams "I won't do this. You can't make me" while standing up.

Time/Routine: ☐ All day ☒ Specific Time/Routine: Independent work in reading.

Rate your perception of how long Royal's tantrums lasted overall during the independent work routine.

5 = Exceptionally bad day   >9 min.

4 = Typical bad day   6-9 min.

3 = So-so day   3-5 min.

2 = Good day   1-2 min.

1 = Fantastic day   0-1 min.

Replacement/Alternate Desired Behavior: Academic Engagement.

Definition: Interacting with materials in a way that gets the task completed and/or head/eyes oriented toward speaker, raising hand to ask for help, answer a question, volunteer a response; allowing his neighbors to work

Time/Routine: ☐ All day ☒ Specific Time/Routine: Independent work in reading.

Rate your perceptions about the percentage of time Royal spent performing engaged behaviors during the routine.

5 = Fantastic day   80-100%

4 = Good day   60-79%

3 = So-so day   40-59%

2 = Typical bad day   20-39%

1 = Exceptionally bad day   0-19%

Replacement/Alternate Desired Behavior: Appropriately communicating his need for a break or for attention

Definition: Asking for a break from a task and/or attention in the form of adult or peer assistance.

Time/Routine: ☐ All day ☒ Specific Time/Routine: Independent work in reading.

Rate your perception of the percentage of opportunities Royal communicated her need for a break or attention.

5 = Fantastic day   >60%

4 = Good day   45-60%

3 = So-so day   30-44%

2 = Typical bad day   15-29%

1 = Exceptionally bad day   0-14%

Functional Behavior Assessment and Hypothesis Development

A functional behavior assessment (FBA) collects information to help teams better understand the relation of the student's targeted challenging behavior to environmental events that predict and maintain the target behavior occurrence. The outcome of the FBA is a data-informed summary or hypothesis statement that describes this relation. FBA data can be collected by indirect and/or direct methods. Indirect methods include information from record reviews, interviews, surveys, and questionnaires. Direct methods include (a) descriptive assessment, which is a focused observation of the individual in the settings in which challenging behavior occurs, and (b) functional analyses in which observations are conducted in experimentally controlled conditions to better confirm functions. For this guide, the focus will be on indirect and direct descriptive methods, which are both used in a comprehensive FBA process.

Indirect Methods

Record Reviews. Reviewing records can assist teams in identifying the student's academic, behavioral, and medical history. Reviewing previous behavior intervention plans and data related to the plan can identify strategies that were and were not effective. Records that could be reviewed include:
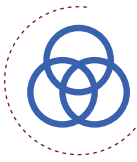
- Medical documents

- Previous behavior intervention/support plans and related data

- Previous IEPs and data related to progress on short and long-term goals (if it is a student with a disability)

- Psychoeducational reports including outside evaluation reports

- Other evaluations reports including speech/language, occupational and/or physical therapy, etc.)

When reviewing records, teams should keep in mind that the information may or may not reflect what is currently happening with the student. A record review cannot provide information on the current environmental events that trigger and maintain the targeted behavior of concern. It can, though, provide additional information to better help understand the student's past experiences.

Interviews/Surveys/Questionnaires. Interviews, surveys, and questionnaires help teams to come to consensus on the antecedent events, or triggers, that happen before the challenging behavior occurs and the responses that typically follow the challenging behaviors. There are many published interviews and checklists appropriate for use by teams (e.g., sample teacher interview form 1[10] and sample interview form 2[11]). In a comprehensive approach, team members who know the student well and have observed the behavior being performed will provide rich information about the environmental events. The team will want to consider interviewing the student as well (examples of a student interview[12]). If multiple people are interviewed or asked to complete surveys and questionnaires, information can be compared to identify where there is agreement and disagreement. One practical way to do this, particularly for students who have multiple teachers, is to convert interview

questions into a Google document or Qualtrics Survey and provide each informant with a link to complete it as a survey or questionnaire. This will result in graphs that show which information was confirmed by multiple people.

Interviews are also helpful in identifying potential setting events. Setting events are antecedents; however, they often have a time delay in triggering challenging behavior and instead, set up the chain of the immediate trigger, behavior, and responses of others. Setting events have the following two features: (a) they are present sometimes but not all the time; and (b) when they are present, there is a pattern of impacting the target challenging behavior. Common examples of setting events include fatigue related to getting to bed late, having a fight with a boyfriend before school starts, or feeling ill. Setting events impact behavior performance because they temporarily change the value of the reinforcement or consequence (Michael, 1982). A simple illustration of this happening is when a student, who is typically actively engaged in school, decides to join a sports team or be in a play. These new activities require the student to spend hours each evening practicing or rehearsing, resulting in less sleep. The student starts to be less engaged or even "withdraw" (e.g., fall asleep at their desk) because sleep deprivation sets the occasion and avoiding work

becomes more reinforcing than completing academic activities. Not all students have setting events, but when they do, it is beneficial for the team to identify them, discuss the pattern that exists linking the setting event with challenging behavior occurrence and including them in the hypothesis when the link is established. For more information on setting events, see Iovannone et al., 2017.

Direct Methods

Observations. Information from interviews can help determine in which environments the student should be directly observed. Observations in the following environments should be considered:

- Environments in which there is a high likelihood of the challenging behavior occurring

- Environments in which there is a greater chance of observing the most frequent triggers (e.g., demand to do non-preferred activity, proximity to specific peers, etc.)

- Environments in which there is a low or nonexistent likelihood of challenging behavior occurring

  - Observing conditions in which there is no challenging behavior can give information on potential interventions

  - Understanding the differences in the conditions can help the team understand why triggers in other environments set off challenging behavior

After completing all assessments, draft hypothesis statements are developed. Helpful templates for developing hypotheses include the competing behavior pathway (see Tier 3 Student-level Systems Guide[13] brief) and the Prevent-Teach-Reinforce (PTR) FBA Assessment Organization Table. During comprehensive FBAs, the team will discuss the draft hypothesis, clarify any ambiguous or contradictory information, and come to consensus on the final statement. Hypothesis statements for challenging behaviors typically include the following information from the FBA assessment:

- The primary antecedents (setting events, if present, and immediate triggers)

- The behavior (challenging behavior)

- The function (based on the responses following the challenging behavior and the triggers)
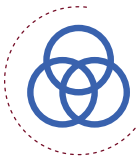
The function is the outcome that the student gets after performing the challenging behavior. Functions of behavior are divided into two categories.

- **Escape/avoid/delay/terminate** an activity, an object, presence/attention of other people (peers and/or adults), and/or sensory conditions

- **Obtain/access** an activity, an object, presence/ attention of other people (peers and/or adults), and/or sensory conditions

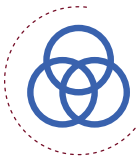Behaviors can serve multiple functions. Below are a few examples:

- A student's challenging behavior can get the student escape while also getting attention. For example, Zoey screams when she is asked to stop a preferred activity and transition to a less preferred activity. After screaming, the teacher gives several verbal redirects, followed by several verbal reprimands. This is followed by removal of Zoey to a time-out area within the classroom if Zoey continues to scream. While Zoey is in time-out, the teacher sits with her and continues to give verbal redirects. The FBA indicated that Zoey's screaming behavior effectively delayed the transition to the non-preferred activity and secondarily, while Zoey was delaying the transition, she received one-on-one attention from the teacher.

- A student's challenging behavior can serve to escape in one condition and to obtain in another condition. For instance, Jonah's cursing behavior during non-preferred writing tasks that are independent gets him out of the task when the teacher sends him to the office. During free time or social interaction times, both preferred activities, Jonah's cursing behavior serves to get him attention from peers as evidenced by peers laughing and making comments to him.

Table 3 shows an example of the PTR FBA Assessment Organization Table and the final hypothesis for Royal. This specific method of organizing FBA data has been used in typical school settings within two randomized

controlled trials (Harvey et al., 2021; Iovannone et al., 2009). Note that this example includes both the challenging behavior and a replacement behavior hypothesis. It is helpful to have a replacement behavior hypothesis. One way to do this is to describe the antecedents and the functions that were included in the challenging behavior hypotheses but exchange the challenging behavior for the replacement behavior. The replacement behavior hypothesis helps teams understand that the new behavior will be the only way the student can continue to obtain the same function as the challenging behavior.

Also note that a setting event (recurring ear infection) was identified as a slow trigger. In Royal's case, the team endorsed that when Royal has an ear infection, the tantrum behavior is more likely to occur and will escalate to hitting more quickly. Ear infections occur about once a month and more often during warmer weather. Thus, ear infections met the standards for a setting event (e.g., event does not happen every day and the target behavior is impacted when the setting event is in place).
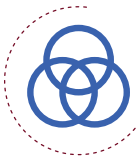
Table 3. FBA Assessment Organization Table

(Sources: Interview with primary teacher and student, checklists with science teacher; direct observations)

Behavior	Antecedent/Prevent	Function/Teach	Responses/Reinforce
Tantrum	**Activities/Specific Events** • Reading, Math: Independent activities at desk requiring writing and are lengthy • Transitions from preferred activities (recess, art, music) to non-preferred (independent reading and math) • Told "no" **Setting Event** • Ear infection *Note: Royal does have skills to do the academic tasks*	• Delay/avoid non-preferred activities • Delay transition from preferred to non-preferred	• Verbal redirects (several) • Verbal reprimands (several) • Given assistance • Sent to time-out or the behavior specialist* (when behavior escalates to hitting) **Royal enjoys time with the behavior specialist*

Absence of Tantrum/ Prosocial Behavior	**Activities/Specific Events**
	• Hands on/interactive activities and subjects
	  • Science
	  • Cooperative or partner activities
	• Recess, Art, Music
	• On the computer
		Skills to be taught
		• Communicate need for a break or delay
			• Computer time
			• Spending time with behavior specialist
			• Extra outside time, free time

Hypothesis

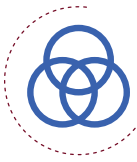| Behavior	When	He Will	As a Result
Challenging Behavior	Royal is • assigned independent tasks to do at his desk in reading and math that are lengthy or require writing, or • required to transition from preferred activities (recess, art, music) to non-preferred activities (independent reading and math), or • has a recurring ear infection	Tantrum	He delays/avoids the independent work activities or transitions from preferred to non-preferred by being given redirects, reprimands, assistance and being sent to time-out or the behavior specialist.
Replacement Behavior	Royal is • assigned independent tasks to do at his desk in reading and math that are lengthy or require writing, or • required to transition from preferred activities (recess, art, music) to non-preferred activities (independent reading and math), or • having a recurring ear infection	• Be academically engaged • Communicate need for a break	He delays/avoids the independent work activities or transitions from preferred to non-preferred by being given redirects, reprimands, assistance and being sent to time-out or the behavior specialist.

Building a Functional Behavior Assessment Based Behavior Intervention/Support Plan

The hypothesis is used to develop a multi-component behavior intervention/support plan that includes interventions to target the antecedents, explicitly teach replacement behaviors, and address the function of the challenging behavior. Functional behavior assessment-based behavior intervention/support plans have been shown to be more effective than plans that are non-functional behavior assessment-based (Ingram et al., 2005).

In developing comprehensive behavior intervention/support plans, teams will first want to select minimum of four FBA-based interventions as described below:

1. One intervention/support that directly modifies an antecedent condition (trigger) so that it no longer triggers the targeted challenging behavior, thus **preventing** the behavior's occurrence.

2. One intervention/support that directly teaches the replacement behavior that will effectively obtain the same outcome (i.e., function) as the challenging behavior. The replacement behavior can be one or both of the following:

   a. A functional communicative behavior-this **teaches** the student a direct way to communicate his function. For example, if Jeannie's function of her off-task behavior is to escape the task, she can be taught to ask the

teacher for a break instead of performing off-task behavior to escape.

   b. An alternative skill-an alternative skill is a behavior that is an appropriate and incompatible behavior to the challenging behavior. For instance, Jeannie would be taught to be academically engaged rather than getting off-task when given non-preferred tasks. The academic engaged behavior can earn her escape from the non-preferred task. This could occur by having Jeannie perform the academic engaged behavior for a specific time-period (e.g., 2 minutes) or for a specific amount of work (e.g., 2 math problems), which then earns her a brief escape from the task.

3. One intervention/support that **reinforces** the replacement behavior. This can include the outcomes described in the replacement behavior example above. This can also include a more powerful or supplemental reinforcer. For example, Jeannie can earn a longer break from a non-preferred task by being academically engaged for a longer period without asking for a break (e.g., 30 minutes).

4. One intervention/support that **prevents reinforcement** (i.e., changes the responses) for challenging behavior. Behavior plans are effective when the challenging behavior no longer gets
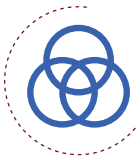
the student the function. At a minimum, teams will want to develop an intervention/support that describes how to redirect the student to use his/her replacement behavior instead of the challenging behavior to get the function. In Jeannie's case, the teacher can immediately redirect her to request a break after the first sign of off-task behavior.

Task Analyzing Behavior Intervention/ Supports

Working with the teacher to develop a lesson plan or step-by-step procedure that details the steps of each strategy will enhance the likelihood that the strategies will be accurately implemented. Furthermore, asking a teacher specific questions about how he/she would like to implement the strategy increases its feasibility

and contextual fit. When developing the specific procedures of each strategy, it will be important to describe the behaviors that the teacher or implementor will perform when implementing the strategy.

Table 4 contains examples of questions common across most strategies that can be used with the teacher to describe when, what, and how the strategies will be implemented. These questions can be answered by the teacher in building the implementation procedures for selected interventions/supports. In addition, many of the questions can be asked of the student as well to ensure that the intervention/support procedures will be acceptable.

Table 4. Common Strategy Implementation Questions

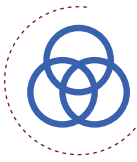| Question	Description	Examples Questions
When will the strategy be implemented?	Asking the teacher to identify when within a routine or activity in which the challenging behavior occurs. This question should be aligned with the FBA/hypothesis.	For a choice-making, prevention strategy, the teacher can be asked *"When will be the best time to present the choice to the student? Right before you give the direction for the writing assignment or right after you give it?"* For a replacement behavior strategy, the teacher can be asked *"When will be the best time to prompt the student to use his/her replacement behavior? Immediately after the writing demand or immediately after seeing a first sign of the off-task behavior?"*
How will the strategy be implemented?	Describing the exact procedures or steps of the intervention. This could include specific physical/verbal behaviors the teacher or other implementors will perform.	For an intervention that needs a prompt given to the student, the teacher can be asked where he or she will be in relation to the student when delivering the prompt-e.g., *"Do you want to walk over to the student when giving the prompt or do you want the student to come to your desk?"* Teachers can be asked how they want to deliver a part of the intervention. For example, a teacher can be asked *"Do you prefer to prompt the student using words or would you prefer using a visual or a gesture?"* Teachers can be asked what words they prefer to use when the intervention includes verbal communication between the teacher and student. For example, *"What do you want to say when you deliver the prompt? Do you want to say 'remember to ask for a break by placing a break card at the corner of your desk' or is there some other way you'd like to say that?"* Teachers can be asked how they want to provide verbal praise or positive comments. For example, the teacher can be asked *"What do you want to say after the student makes a choice? Is this a good opportunity to give a positive comment? If yes, what might you say to the student?"* or *"After the student requests a break instead of engaging in a tantrum, do you want to acknowledge that the student used her new behavior appropriately, such as thank you for asking for a break or just thank you?"*

Question	Description	Examples Questions
What will be needed to implement the strategy?	Identifying and describing the materials or other needs to be addressed to make the behavior strategy doable. This can include specific materials to be developed or purchased (e.g., visuals, timers, reinforcers, self-monitoring forms, etc.), or readiness preparation (e.g., training the student, getting consents from parents of peers who may be involved in the strategy, identifying school policies that may need to be checked prior to implementation, etc.). *Note: Having team members volunteer to assist the teacher in preparing materials often ensures that the strategy will be ready for implementation in a timely manner. Action plans stating who will be responsible for different assignments can be beneficial for keeping everyone on target.*	Teachers can be asked what might be made or purchased for a strategy. For example, a teacher can be asked the following questions about a break card that will be used for a replacement behavior strategy: *"How do you want the break card to look? Do you want the word break written on it? Do you want a picture of a break? How large do you want it? How many do you want? Does it need to be laminated? What color should it be?"* Teachers can be asked what they want included on a visual support (e.g., schedule, checklist, self-monitoring form) and how it should look. For example, in developing a self-monitoring sheet, the teacher can be asked *"Where do you want the goal to be placed on the sheet? At the top or right before the monitoring table?"* Note: Consider including the student in this development, particularly if the student will be using the support. Teachers can be asked about pre-requisite procedural or policy steps necessary before the strategy can be implemented. For example, if a peer-modeling or mediation strategy (for increasing social interactions) is used, a teacher can be asked *"Will the peers who will be part of the strategy need parent permission to participate in the strategy? If yes, is there a consent form available or do we need to prepare one? Does anyone else have to approve this beyond the principal?"*

Table 5 is an example of a complete task analyzed behavior intervention/support plan developed for Royal. The team decided to focus on the independent task trigger for the first intervention/support plan and to include a strategy to address the ear infections. The plan below reflects the strategies selected by the team to address the hypothesis.
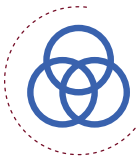
Table 5. Behavior Intervention/Support Plan

Hypothesis: When Royal is (a) assigned independent tasks to do at his desk in reading and math that are lengthy or require writing, or (b) required to transition from preferred activities (recess, art, music) to non-preferred activities (independent reading and math), or (c) having a recurring ear infection, he will tantrum. As a result, he delays/avoids the independent work activities or transitions from preferred to non-preferred by being given redirects, reprimands, assistance and being sent to time-out or the behavior specialist.
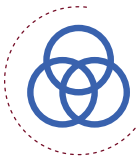
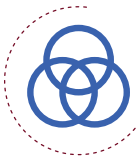| Intervention Strategy	Description and Steps
	PREVENT Intervention/Supports

Setting Event communication and changing demands (addressing recurring ear infection).	To address the days that Royal has his recurring ear infections, a communication system will be set up to let the school know when Royal is experiencing an ear infection. This will be established with the parent and with Royal. When Royal is experiencing an ear infection, he will be offered choices related to demands.
	
	Setting Event Strategy Steps
	1. A communication system will be set up with the parent to know whether Royal is experiencing an ear infection. This will be via a standardized text message sent by the teacher to the parent at 7 a.m. each morning asking the parent to respond with a Y (yes) or N (no) to the question: Does Royal have an ear infection today?
	   a. If the parent does not respond to the text, the teacher will ask Royal upon arrival to school whether he has an ear infection that day.
	2. If Royal is not experiencing an ear infection, his day will proceed normally.
	3. If Royal is experiencing an ear infection, upon arrival at school, the teacher will meet Royal's bus, walk with him to a quiet place in the library, and ask him to describe his discomfort, using a visual pain rating scale in which a 1 represents very little pain and a 10 represents a lot of pain. (*"Hi Royal, I heard that you might have an ear infection today. I'm sorry. I know it must hurt. Tell me how much it hurts by circling the face and number that best tells us how you are feeling."*). (Note: Face pain rating scales can be obtained from Wong-Baker https://wongbakerfaces.org).
	4. If the pain is mild (4 or less), the teacher will say, *"You're having some pain but it isn't too bad. Do you think you can come to class now and get ready for morning meeting? If it starts hurting more, you can let me know."*
	5. If the pain is moderate (6-8), the teacher will give Royal a choice by saying, *"It looks as if you're having pain t oday. Do you want to rest in the nurse's office for 15 minutes first before coming to class or do you want to come to class now?"*
	   a. If Royal chooses to rest for 15 minutes, an adult will check on Royal after 15 minutes and repeat the choice if necessary.
	6. If the pain is severe (10), the teacher will ask the nurse to check Royal's temperature (to make sure he does not have a fever). If he has a fever, the parent will be called. If he does not have a fever, step 5 will be repeated.

Intervention Strategy	Description and Steps
Providing Choices	To address the non-preferred independent task demands that involve writing, a choice intervention will be implemented. Initially, a choice will be offered to Royal during language arts independent work times that involve writing paragraphs that are lengthy (more than 5 minutes). This strategy can be gradually expanded to address other events that trigger tantrum behaviors. Choice categories that will be offered include within-task (pen or pencil, color of pencil, color or shape of eraser, color of paper) and where (at his desk, at the round table near the window). **Providing Choices Strategy Steps** 1. Immediately after asking the class or Royal to do the independent writing activity, the teacher will walk over to Royal and offer one choice from one of the two categories (within or where). 2. When offering the choice, the teacher will say *"Royal, do you want to use the pen or the pencil to do your writing today?"* 3. Immediately after Royal makes his selection, honor his choice and provide a positive comment. *"Thank you for making a choice. Here's the pen."*

Intervention Strategy	Description and Steps
	TEACH Interventions
Replacement behavior: Request a Break	Royal will be taught to ask for a break by using a break card to briefly escape from independent writing tasks instead of using tantrum behaviors. The break card will be kept on Royal's desk during independent writing tasks. **Requesting a Break Strategy Steps** 1. During the first week of implementing the break card strategy, the teacher will remind Royal after presenting the choices (from prevention intervention) that he can use the break card when he needs to "chill" for one or two minutes. The teacher will review with Royal how to use the break card. The teacher will say, "Remember, when you're writing and you think that you need to chill, you can use the break card to stop working for 2 minutes. Just hold the break card in your hand and raise that hand so I can see it and know you're taking a break. I'll set the timer for 2 minutes, and you can just sit back and chill. When the timer goes off, you can go back to working or you can ask to take another break. If you do go back to work when the timer goes off, you will earn minutes for free time at the end of the writing task." This can be gradually faded after Royal starts using the break card consistently or stays engaged during independent writing tasks. 2. The first few days of implementation, the teacher will be vigilant by noting if Royal is showing some early signs that he is getting ready to tantrum or note that he is not engaging in the independent writing task. When this situation occurs, the teacher will immediately go over to Royal and prompt him to use his break card by pointing to the break card while saying "It looks like you need to chill. Let me know if you need 2 minutes by raising your break card."
Replacement behavior: Be on task	Royal will be supported to engage in on-task behaviors during independent writing time. On task behaviors include the following: • Interacting with task materials in a way that gets the task completed • Returning to work within 5 seconds after a 2-minute break has ended • Raising his hand to ask for help on his task Writing time typically lasts 30 minutes. For each 3 minutes of on-task activity, Royal will earn 1 minute of free time (total = 10 minutes) that can be used to end the writing task early and do a preferred activity instead. Each minute earned will be represented by a token that will be placed in a clear jar. The teacher will monitor the jar and when 20 minutes of writing time has ended, the teacher will go over to Royal. Together they will count the tokens, add up the minutes represented, and Royal will decide if he wants to use his free time until the end of the writing period (contingent upon time earned) or if he wants to save it for later in the day. This strategy can be faded by increasing the amount of engaged time to earn one-minute of free time. **Teaching On-Task Behavior Strategy Steps** 1. At the beginning of the day (upon arrival to school and after visual rating of ear pain or confirmation that no ear infection is present), the teacher will review the on-task behaviors with Royal. The teacher will state the behaviors, ask Royal to demonstrate doing the behaviors and discuss/demonstrate non-examples. This can be faded after Royal consistently displays on-task behaviors. The teacher will also review how Royal will earn tokens for being on-task and what he can do with the tokens. 2. During independent writing time, the teacher will consistently observe Royal and set a smart phone for 3 minutes. After 3 minutes, the teacher will determine if Royal was on-task. If yes, the teacher will get a token, go over to the clear jar (placed on a table by the window near Royal's desk), and insert the token. The teacher will signal to Royal a "thumbs-up" to recognize Royal for being on-task. 3. If Royal is observed getting off-task, the teacher will re-direct him by pointing to the clear jar. 4. When 10 minutes is left in the writing time (out of 30 minutes), the teacher will take the clear jar over to Royal's desk to review his on-task behaviors.

| Intervention Strategy	Description and Steps
	REINFORCE Interventions/Supports
Reinforce use of replacement behavior (ask for break)	Each time Royal holds his break card up, the teacher will provide him with a 2-minute break. **Reinforce Use of Replacement Behavior Strategy Steps** 1. Immediately after Royal puts up his break card, the teacher will go over to Royal and say "Thank you for letting us know you need a break. Take 2 minutes to chill." 2. The teacher will set the timer for 2 minutes. 3. When the timer goes off, the teacher will prompt Royal to go back to his task if he has not done so independently by pointing to his task assignment or by asking him, *"Royal, are you ready to go back to work or do you need another break? Let me know."*
Reinforce on-task behavior	The teacher will provide 1 minute of free time for each 3 minutes out of 30 minutes of writing time that Royal is on-task. **Reinforce On-task Behavior Strategy Steps** 1. Immediately after Royal is on-task for 3 minutes or when he returns to his task after a 2-minute break, the teacher will place a token in the clear jar. 2. When dropping the token into the jar, the teacher will provide a positive gesture to Royal (e.g., thumbs up). 3. After 20 minutes, the teacher and Royal will review on-task behaviors by counting the tokens. 4. The teacher will ask Royal when he wants to use the free-time minutes he has earned (right then, later in the day, which activity) 5. The teacher will give Royal verbal positive reinforcement by saying *"You worked hard and were on-task a lot today. You can now (or later) take your earned free-time for being on-task."*
Change responses to challenging behavior	The teacher will redirect Royal to use his replacement behavior immediately after he engages in pre-cursor behaviors to tantrums (e.g., mild pushing away materials on his desk, ceasing working, beginning mild protest). This will remind Royal that the way to get a break is to use his replacement behavior. **Change Responses to Challenging Behavior Strategy Steps** 1. Immediately after the teacher observes Royal performing a precursor behavior, the teacher will go over to Royal and calmly point to his break card. 2. If Royal does not immediately hold up his break card, the teacher will deliver a verbal prompt-"It looks like you need a break. Show me how you ask for a break"). 3. If Royal does not use his break card after the verbal prompt, the teacher will give a verbal direction by holding up the break card while saying, "Take a 2-minute break". 4. The teacher will set the timer for 2 minutes. 5. When the timer goes off, the teacher will prompt Royal to go back to his task if he has not done so independently by pointing to his task assignment or by asking him, *"Royal, are you ready to go back to work or do you need another break? Let me know."*

Coaching

After a behavior intervention/support plan is developed, the team will want to consider how to make sure that the teacher is able to implement the plan as intended and provide on-going assistance to adapt the plan as necessary and use data to make next-step decisions. Although this guide is strongly suggesting that the teacher play an active role in designing the strategy steps to be implemented in the classroom with the student, teams should not assume that the task analysis is sufficient for ensuring teacher competence and comfort with the strategies.

Coaching includes two components:

• Training the plan

• Active coaching-Measuring implementation fidelity and providing ongoing support after implementation

Training the Plan

When preparing to train the teacher to implement the behavior intervention/support plan, it is helpful to identify the observable adult behaviors described in the plan and develop a visual checklist that can be used as both a training tool and a fidelity measure. The checklist is prepared by identifying the interventions steps one would be able to observe an adult perform for each strategy on the behavior intervention/support plan and listing them. Figure 3 is a sample training/fidelity checklist developed for Royal's teacher. More information on how to use the form as a fidelity measure and calculate a fidelity score will be described in the section Measuring Fidelity.
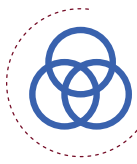
Figure 3. Training/Fidelity Checklist

Teacher_____ Student _____ Date _____ Coach _____
Training ☐ Fidelity ☐ Self-Assessment ☐ Observation ☐
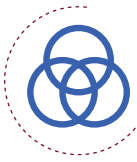
Strategy	Implemented?	Impact? (1 = none; 2 = some; 3 = great)
PREVENT		
Setting Event Strategy		
1. Sent text message to parent or asked Royal upon arrival to school about presence of ear infection	Y / N / NA	
2. Presented Royal with visual pain rating scale on days ear infection present	Y / N / NA	
3. Provided options to Royal contingent upon pain rating (mild, moderate, severe)	Y / N / NA	
Provide Choices		
1. Immediately after writing demand presented, walked over to Royal and offered a choice (within or where).	Y / N / NA	
2. Immediately after Royal made choice, honored choice and delivered positive comment.	Y / N / NA	
TEACH		
Request a break		
1. After offering choice, reviewed how to use break card with Royal.	Y / N / NA	
2. Immediately after observing pre-cursor behaviors (off-task, pushing materials), prompted Royal to use break card by pointing and making factual statement.	Y / N / NA	
Be on-task		
1. At beginning of day, reviewed on-task behaviors with Royal and earning of tokens for free time.	Y / N / NA	
2. Set smart phone for 3 minutes and placed token into clear jar if Royal observed being on task.	Y / N / NA	
3. If Royal got off-task, prompted Royal to be on-task by pointing to clear jar.	Y / N / NA	
4. Counted tokens in jar with Royal ten minutes prior to end of writing time.	Y / N / NA	
REINFORCE		
Reinforce use of break card		
1. Immediately after Royal used break card, released Royal to 2-minute break and provided positive comment.	Y / N / NA	
2. Set timer for 2-minutes.	Y / N / NA	
3. Prompted Royal to return to task when 2-minute timer went off if Royal did not do so independently.	Y / N / NA	
4. Placed token in clear jar if Royal returned to task prior to 2-minutes or independently when timer sounded.	Y / N / NA	
Reinforce on-task behavior		
1. Placed token in clear jar after every 3 minutes of on-task behavior	Y / N / NA	
2. Provided positive gesture (thumbs up)	Y / N / NA	
3. After counting tokens earned, asked Royal when he wanted to do free time.	Y / N / NA	
Changing responses to challenging behavior		
1. Immediately redirected Royal to use break card upon observing precursor to challenging behavior.	Y / N / NA	
2. Proceeded through prompting hierarchy as necessary (gesture, verbal, model).	Y / N / NA	
Behavior Plan Assessment (Fidelity Score) = Y/(Y + N) x 100		

Table 6. Teacher Training Steps

The person responsible for coaching the teacher can schedule a 30-minute block of time without students present for this activity. The following table outlines the typical sequence of steps used to train the teacher.

Coaching Step	Definition	Example
Explanation	A discussion or description of the steps for each strategy is reviewed with the teacher.	The coach says to the teacher, "*For the setting event strategy, we agreed to communicate with Royal's mother by sending a text message to ask if Royal is experiencing an ear infection each day, then meet Royal upon arrival and on days she has an ear infection, have her rate her level of pain. Then depending upon her rating, we will present choices. Does that still sound okay?*"
Modeling	Demonstrate to the teacher how to implement an activity. This can be accomplished through role-playing with the coach taking the teacher role and the teacher taking the student role.	The coach says to the teacher, *"Let's practice. First, I'll be you and you be Royal."* The coach then demonstrates texting the parent, presenting the pain rating scale, and presenting choices based on the rating made by the teacher (role playing Royal).
Rehearsal	The teacher performs the strategy steps with the coach or another educator taking the role of the student.	The coach says to the teacher, *"Let's switch. I'll be Royal. Practice going through the setting event strategy steps with me."*
Teacher Reflection	The teacher reflects on his/her/their performance and identifies areas of competence and need.	The coach asks the teacher, *"How comfortable are you with the setting event strategy? What was easy? What was difficult?"*
Feedback	The coach provides the teacher with positive reinforcement for steps implemented correctly and suggestions for steps that were challenging for the teacher to perform.	The coach responds to teacher reflection and observation of the rehearsal by saying *"I think you did each step exactly as written. I agree that you were very comfortable presenting the visual pain rating scale. And although you expressed some discomfort with presenting the options based on the pain rating, I do think it will become less challenging to remember as you begin to use the strategy each day. Is there something that we can do to help you remember the different options? One idea is to write the options on the back of the visual pain rating. That way, you just turn it over after Royal tells you her rating, and the options are there. Or is there something else that would work better?"*

After training the plan and the teacher indicating comfort with it, the next step is to train other individuals. This can include other educators who will be implementing the plan as well as the student. It is important to prepare the student before beginning to implement the strategies so that the student understands what, when, and how teacher actions will be changing in the upcoming days. Training the student can follow some of the same steps as training the teacher including (a) explaining the plan, (b) modeling the plan, and (c) getting student input/reflection on the plan. Training the student also gives the teacher a chance to have the student buy-in to the plan as it is a prime opportunity to deliver reinforcement to the student. For example, during the modeling of the plan with Royal, she can begin to earn tokens to be placed in the clear jar, which she can then use to take a break in class that day or the next day.

When preparing to train the student, the coach will ask the teacher if he/she prefers for the coach or the teacher to train the student. It is best if both the coach and the teacher are together during the training regardless of who is taking the lead. Training the student should be scheduled for a block of time in which no other students are present.
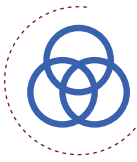
Active Coaching Process

Once all essential individuals are trained, the teacher determines the start date to implement the plan in the routine/time identified. The coach will schedule a time to observe the teacher implement the plan and provide active (ongoing coaching). Active coaching is an iterative cycle of observation, reflection, and feedback. Although it is ideal if the coach can be present the first day the teacher implements the plan, it may not always be feasible for that to happen. If the coach will not be present the first day the plan is implemented, the coach will determine how to check in with the teacher to make sure that everything went well. This can be via text, email, or phone call.

If feasible, active coaching can occur at least once a week. Observations are scheduled during times the intervention will be implemented and will work for the teacher. Most observations are on-site; however, they may also be performed via virtual methods or by having the teacher record a video and uploading it to a secure website for coach review. Prior to the first coaching session, the coach can review how the teacher wants the observations to occur. The coach uses the Training/Fidelity Checklist while observing to measure implementation fidelity. Table 7 describes the various options that can be used when training the teacher in the plan (2nd column) and during active coaching (3rd column).

Table 7. Active Coaching Options

Strategy	Description	Training The Plan Example	Implementing The Plan Example
Modeling	Demonstrate how to implement an activity	The coach role-plays the coping strategy with the teacher	The coach demonstrates how to use the coping strategy with the student during a 1:1 activity
Prompting	Use of a method for providing a reminder cue to the teacher as to what to do next. Prompting methods for implementation of the plan should be agreed upon between the teacher and coach. Prompting can be verbal, gestural, or visual methods. You can also use these strategies to give feedback.	The coach makes the "thumbs up" sign to indicate to the teacher that he correctly role-played using the student's activity schedule.	The intervention specifies that a student should have access to a small toy for 2 minutes after completing several requests. The coach uses a gesture prompt by pointing to the clock on the wall to indicate that time has elapsed

The teacher is prompting a student to use a communication card. She starts to hand it to the student. The coach says, "Guide Jenna to pick up the card." |
| Observe and provide feedback | Observe the teacher implementing the activity and provide ongoing feedback and suggestions as the coach watches. The feedback can be verbal, visual, or gestural.

Note: This method is used if the teacher identifies this as the method to use. | The teacher and the para-educator role-play teaching the student to use a break card to ask for escape. The teacher forgets to provide a prompt to the aide (student) to use the break card at the time indicated in the intervention/support plan. The coach says "remember to prompt the student to use the break card as soon as you present the writing assignment." | The teacher initiates using an activity schedule with a student during lunch. The coach praises her for pairing her verbal with gestural prompts.

After lunch the teacher transitions to desk work but forgets to review the schedule with the student. The coach gently verbalizes to the teacher to show the schedule, which she does immediately. |
| Observe and note | The coach observes the activity without interacting with the student or teacher. Feedback is provided at the end of the activity.

Note: This method is used if the teacher is in agreement and has the time to meet with the coach after the observation. | The teacher role-plays the complete sequence of the intervention/support plan with the para-educator. The coach waits until the sequence is finished and then provides feedback. | Several peers have been taught to facilitate interactions with Ella during recess. The coach stands off to the side of the swings, where they are playing, and watches the interaction. At the end of the activity, the teacher and the coach meet and review the notes. |
| Scheduled virtual support | The coach does not observe the teacher or classroom. Instead, the coach schedules communication the teacher before implementation intervention (e.g., setup, anticipated problems) and after the session (e.g., questions, troubleshooting).

Note: This method may be best utilized when fading active coaching. | The coach and teacher developed the intervention/support plan but ran out of time to practice the plan. The teacher wants to implement the plan the next day and not wait until the coach can come back out to train the plan. The coach and teacher agree to a virtual meeting via Zoom to practice the plan prior to the teacher implementing it the next day. They schedule a virtual meeting for later in the day during the teacher's planning time to talk about the plan. The coach asks the teacher to complete a reflection form for their conversation. | The teacher and coach agree to run a peer tutoring session during math. The teacher emails the coach the day before confirming the steps to be used. After the session, the teacher emails the coach and asks about what to do if the peer tutor is also struggling with the academic material. |
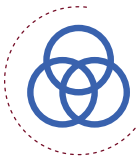
Teacher Reflection

Feedback is enhanced when using teacher reflection as a foundation. This can occur informally or by providing a structure so that it is consistent. Forms can be developed that the teacher can complete prior to the active coaching session that will be used during the feedback portion of coaching. Figure 4 is a sample teacher reflection form. Alternatively, coaches can directly ask teachers reflective questions during the scheduled feedback sessions.

Figure 4. Sample Teacher Reflection Form

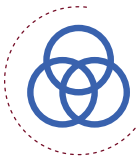| **Over the past week, the strategies and parts of the behavior intervention/support plan that I think I implemented well are:**			
Providing choices. It has been working really well, and it is easy to do.			
Over the past week, the most difficult parts of the strategies and behavior intervention/support plan to implement were:			
Remembering to notice Royal doing those mild behaviors and prompting her to ask for a break. I try to remember but sometimes I get so busy, I don't catch the behaviors in time.			
Overall, in the past week, the extent that I believe I implemented the behavior intervention/support plan as intended is *(circle one)***:**			
0 Not at all	1 Minimally	2 Mostly	3 Fully
Overall, in the past week, the extent that I believe the behavior intervention/support plan had a positive impact on the student's behavior is: *(circle one)***:**			
0 No effect	1 Minimal effect	2 Some effect	3 Significant effect

Providing Feedback

When giving feedback, coaches will want to make sure that teachers view it as a positive activity, helping them make collaborative decisions on next steps. Table 8 below provides tips for giving feedback to teachers after observing implementation of the behavior intervention/support plan.

Table 8. Teacher Feedback Examples

The person responsible for coaching the teacher can schedule a 30-minute block of time without students present for this activity. The following table outlines the typical sequence of steps used to provide performance feedback to the teacher.

Strategy	Description	Examples
Begin with one or more positive statements	Initiate the discussion with a statement that describes something the teacher did well. It is fine to use general statements such as, "You did a great job today" as long as specific examples are given.	*"You did a great job prompting Royal by pointing to the jar that holds her tokens when she got off task for a moment. That prompt was subtle enough that I don't think anyone else even noticed but it really helped Royal get back on task."*
Ask for positive reflection. *Note: The Reflection Form can be used as part of this step*	Either before or after identifying something positive, ask the teacher what he or she thinks went well. If the teacher focuses on how well the student is doing, try to prompt the teacher to identify something about their own implementation that was positive.	*"In your view, what do you think is going well? Either overall or just in the time I watched today?"* *"I agree that you presented the choices of the materials Royal would use to do her writing task today was perfect! She seems to respond well to the choices, and I like the calm yet warm way you presented them to her."*
Ask for reflection on areas for improvement *Note: The Reflection Form can be used as part of this step.*	Ask the teacher what he/she thought was challenging, difficult, or less than perfect when implementing the intervention. This is a great entry into corrective feedback, as teachers will either identify something that was not implemented correctly or identify something else that may direct coach feedback.	*"You said you are having challenges remembering to prompt Royal to use her break card when you noticed pre-cursor behaviors such as when she gets off-task and pushes her materials away. I did see you do it a couple of times, and when you did prompt her, even if it was delayed, it seemed to remind her to use her break card or, at least one time, get back on task without getting into more intensive behaviors.".*
Provide specific corrective feedback.	Identify exactly what occurred incorrectly and, when appropriate, why	*"The strategy that we developed has you providing the prompt immediately after you observe Royal in some mild off-task behaviors. How do you think this is going overall?"* (Teacher indicates that it is hard to do the prompting right away with all the other students in class needing support). *"Right, I noticed a couple of times that other students needed your attention when Royal got off-task. There is a lot going on, so it is hard to stay on top of this. Royal seems to really respond well to your prompts so I'm thinking that we might want to figure out how you might do the strategy when you have so many students needing you at one time."*

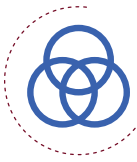| Strategy	Description	Examples
Help the teacher identify strategies to improve	Use collaborative problem-solving to improve performance. Begin by asking the teacher for ideas. Build upon what the teacher suggests. If the teacher cannot come up with strategies, provide options and ask the teacher to select the option that would work best for them.	*"Maybe we can come up with a way to make it easier to notice Royal getting off-task. What might help to make it easier for you to notice Royal or scan the room when you are working with another student?"* (If the teacher comes up with an idea). *"That is a great idea. We might have another student signal you when Royal begins to be off-task and move her materials around".* If the teacher does not come up with an idea—*"Here are a couple of thoughts. We could train one or two peers to assist by giving you a cue/signal when Royal gets off-task and you are with another student. Or we can set a schedule for how often you will scan the room to look at Royal, even when you're working with another student. For example, we could make sure that you're reminded to scan the room once a minute or some other interval? Do you think one of those ideas will work? If so, which one do you prefer?"*
Build fluency slowly by working on one or two components at a time.	Don't overwhelm the teacher with corrective feedback. Identify one or at most two things to work on at a time.	*"You just identified five things that you could work on. There are probably always things we can improve but let's pick just one or two things. On your reflection form, you indicated that remembering to prompt Royal to use her break card is challenging. How about working on that first"*
End with positive feedback	Feedback should conclude with another positive observation	*"We spent a lot of time talking about how to remember to prompt Royal to use her break card at the right times and that is important. I think it is important though that we also recognize how much went right. You know, I really liked how you counted the tokens with Royal at the end of writing time and gave her praise. She beamed when you did that! I think she appreciated that even more than the earned break time."*
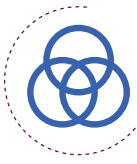
Measuring Fidelity

Measuring implementation fidelity can occur during the active coaching sessions. Using a form such as the Training/Fidelity Checklist to indicate whether strategy steps were implemented allows one to calculate an implementation fidelity score and can be used, as described in the previous section, for providing performance feedback. Fidelity can also be self-assessed by the teacher. The Training/Fidelity Checklist can serve as a visual prompt to the teacher by reminding him/her of the steps needed to be performed for each strategy. Calculation of the fidelity score is accomplished by dividing the number of "yes" checks by the sum of all "yes" and "no" checks and multiplying by 100. This will provide the percentage of steps accurately implemented by the teacher.

There are other considerations or alternatives for measuring fidelity. These include:

- Rating fidelity adherence using a Likert rating instead of a dichotomous yes/no

- Including quality of intervention delivery as part of the measure

- Including student response (e.g., engagement, acceptance) as part of the measure

Active coaching support continues until agreed upon goals are met. These could be based upon a student meeting behavior improvement criterion or when it is determined that a student no longer needs individualized behavior interventions. It is recommended that active coaching occur a minimum of once a week initially, and as behaviors improve and the teacher expresses confidence in implementing strategies, active coaching can gradually be decreased. Regardless, it is helpful to schedule regular progress-monitoring meetings with the teacher and other team members to review the data and make next-step decisions.
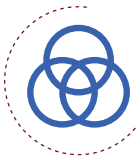
Data-based Decision Making

Progress monitoring the impact of the implementation of the behavior intervention/support plan leads teams to make informed next-step decisions. It is helpful for teams to have systematic guidelines in place for when progress monitoring meetings will occur (e.g., every three weeks after a plan is implements, once a month, etc.) and have a structured agenda for reviewing data and decision options based on the data trend.

Progress monitoring meetings should include both student outcome data and implementation fidelity data. Without having these minimal data measures, it will be challenging for a team to make informed decisions. For example, if the student's behavior is not improving, yet the team has no data indicating to what degree the teacher is implementing the behavior intervention/support plan as intended, it is difficult for team members to problem solve. If the teacher is not implementing the plan as intended, the problem-solving focus will be on addressing the issues that impact teacher implementation fidelity. However, if the team have data indicating that the teacher is implementing the plan with high fidelity, then the problem-solving needs to focus on adapting the plan.

Here are considerations for teams while making data-based decisions:

- Make sure that a criterion or goal for student behavioral improvement has been established for making decisions on whether the student has achieved the goal. Some options are:

  - Average or mean score of behavior ratings/measurement at or above target goal across a specified number of days or weeks

  - A specific number of consecutive days in which behavior reaches or surpasses established goals

  - Visual examination of trend lines

- Establish a pre-determined fidelity measurement score that will be acceptable. For example, a team can state that teacher implementation fidelity must be 80% or higher to be considered as adequately implemented.

- Data-based decision-making is a cyclical process. After making decisions based on data, teams will want to develop actions for implementing the decisions and meet again to review the data outcomes after implementing the decisions. For additional resources, tools, and descriptions of using data to make decisions, visit the National Center on Intensive Intervention.[14]

- Remember, even if the plan is resulting in behavior improvement, plans are never abruptly discontinued. Gradual fading of plan features can occur or shaping of behavioral goals (e.g., increasing criteria) might be next-step decisions.

- If the team determines individualized supports are no longer necessary, ensure that there is a continuum of behavioral supports that will be provided to the student. For example, some students may be provided with a Tier 2 support for three weeks prior to providing primarily Tier 1 supports only.

- Consider collecting other data to evaluate effectiveness. Some other data to be considered include:

  - **Social validity.** Social validity measures the degree to which the teacher and the student find the behavior intervention/support plan to be acceptable, functional, useful, and effective. The University of Connecticut has several Usage Rating Profile measures[15] that can help measure implementor or student perceptions of the plan.

- **Alliance.** The relationship between the coach and teacher can be measured to determine whether higher alliance leads to higher implementation fidelity. See Johnson et al., 2016 and Johnson et al., 2018 for further information about teacher-coach alliance.

Figure 5 is an example of a structured process for facilitating a progress-monitoring meeting along with options for next-step decisions based on data.
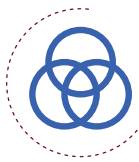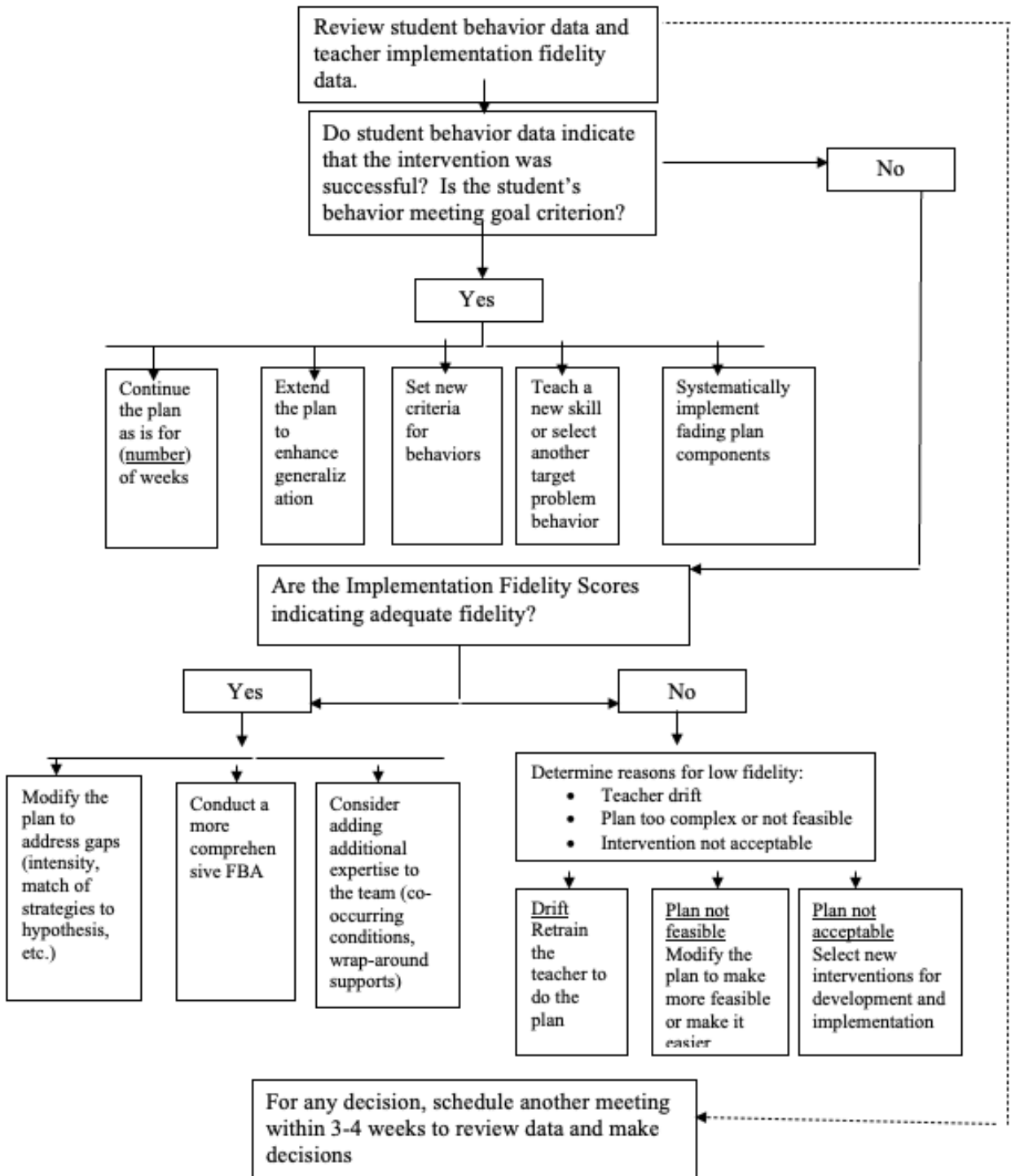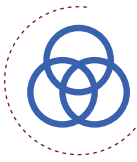
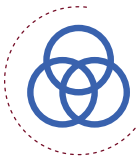## Figure 5. Decision-making Guide for Progress Monitoring Meetings

Summary

This guide described considerations for school-based teams to implement a comprehensive FBA/BIP process. The guide describes activities teams can take to come to consensus on decisions throughout the process. It highlights methods for enhancing teacher buy-in to implementing interventions and provides guidance for coaches to be effective and yield improved outcomes for students with the most intense behavioral needs.
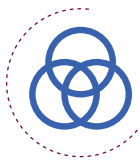
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Embedded Hyperlinks

1. http://www.pbis.org/resource/tier-3-school-level-systems-guide

2. http://www.pbis.org/resource/tier-3-student-level-systems-guide

3. http://www.pbis.org/resource/tier-3-brief-functional-behavior-assessment-fba-guide

4. https://www.pbis.org/pbis/tier-3

5. http://www.pbis.org/resource/tier-3-brief-functional-behavior-assessment-fba-guide

6. https://www.pbis.org/pbis/tier-3

7. https://chess.wisc.edu/niatx/content/contentpage.aspx?NID=147

8. https://www.pbis.org/resource/pbis-forum-in-brief-tips

9. https://dbr.education.uconn.edu/

10. https://www.doe.virginia.gov/support/student_conduct/fba_interview_forms.pdf

11. https://dds.dc.gov/sites/default/files/dc/sites/dds/publication/attachments/Functional%20Behavioral%20Assessment%20Interview%20Form.pdf

12. https://boe.mono.k12.wv.us/docs/district/depts/14/forms%20(word%20versions)/behavior%20assessment%20forms/student%20functional%20interview.pdf?id=1823

13. http://www.pbis.org/resource/tier-3-student-level-systems-guide

14. https://intensiveintervention.org/

15. https://urp.uconn.edu/forms/