CEP 841 Course Notes

Classroom Management in the Inclusive Classroom

Module #1

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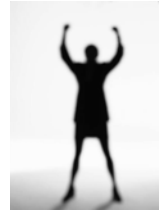
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Historical Contexts of FBA

and the Panic of 1998

Review: Basics of FBA

Functional Behavior Assessment:

Steps To Success

Step 1

Define and Verify the Problem and Seriousness

Step 2

Refine the Definition. Consider possible factors.

Step 3

Collect Information on Possible Functions of the Behavior

Step 4

Analyze Information Using Triangulation and/or Problem Pathway Analysis

Step 5

Generate an hypothesis statement regarding probable function of problem behavior

Step 6

Test the hypothesis regarding function of the behavior.

Next Steps: Develop appropriate behavior intervention plan.

Monitor and refine the plan as necessary.

FBA Step 1- Define and Verify The Problem and Seriousness

•FBA is used for more serious, recurring problems. Sometimes the problem doesn't require the full investment of a FBA.

•Consider working with teacher support and intervention teams and systematically introducing one strategy at a time, if there is reason to believe that progress may be realized in this way and such potentially helpful strategies have not yet been tried.

•Consider setting, teacher expectations, & student academic and behavioral information

•Consider developmental, cultural, linguistic, and related communication issues

•Consider how the student's behavior is/is not significantly different from peers

•Consider harm to self, others, and instructional program

•Consider the frequency, duration, and intensity of the behavior

•Consider if the problem is in terms of an excess or deficit

•Consider likely outcomes of the behavior if not addressed

FBA Step 1- Define and Verify The Problem and Seriousness

- Make the definition very specific
    - "Charles acts aggressively during recess" is too vague
    - "Charles pushes and hits other students during recess" is more precise
- Define the behavior so that it can be reliably measured by different observers
- Make sure that the behavior is:
    - Observable
    - Countable
- Try to include way to measure frequency, intensity, duration, and latency in definition
- Try to define the "shape" or "look" of the behavior
- Try to structure into the definition a way to differentiate the behavior from others
    - "Charles plants his feet and stands in a fight posture" versus
    - "Charles walks up to another student and bumps his chest into the student's chest"

    (Although both behaviors seem like aggression, in the former, Charles may be defining and protecting his territory as a survival behavior, where in the latter, he may clearly be the aggressor-the clarity of the definition may help pinpoint the function of the behavior)

FBA Step 2- Refine the Definition of the Problem Behavior

•Refining the definition of the behavior will involve observing the student in different settings, and in different activities.

•Part of the definition can point to location, instructional circumstances, setting events, other individuals involved in the behavior or other conditions that are part of the behavior. For example, the behavior might be defined as: "Charles pushes and hits other students during outdoor recess."

•If the student typically presents several behaviors of concern as a group, and they are logically considered in a category, consider defining the behaviors in a categorical manner with some supporting detail.

•Consider possible factors that relate to the definition and that will guide data collection or perhaps drive efforts in a direction different than conducting a FBA

  •Consider health, sensory, neurodevelopmental factors

  •Consider family/community factors

  •Consider skill deficits (academic, social skills, problem solving)

FBA Step 3- Collect Information on Possible Functions of the Behavior

• Gather information on:

  • Social/environmental context

  • Antecedent and consequent events

  • Past events that may influence present behavior

• Use a variety of assessment techniques:

  • Review student's records

  • Review samples of student's work

  • Interview/gather questionnaire data from student, teachers, parents, & sig. others

  • Arrange other specialized assessments if appropriate (e.g., medical)

• Categorize student's behavior in terms of:

  • Function

  • Possible skill deficits

  • Possible performance deficits

FBA Step 3- Collect Information on Possible Functions of the Behavior

Use Direct and Indirect Methods

- Direct Assessment

  - Describe the antecedent and consequent events

  - Consider use of scatterplots

  - Consider use of ABC Charts

  - Consider use of combined methods, especially to help uncover triggers

  - Be sensitive to capturing data about things students "get" or "avoid"

  - Be sensitive to capturing data on intensity/severity, frequency, duration, and latency

  - Be sensitive to capturing QUALITATIVE data about the behavior

- Indirect Assessment

  - Capture data on setting events that are not readily observable, especially outside of class and/or school

  - Use face-to-face interviews, questionnaires, and other data collection with the student, school staff, family, and other significant persons in the student's life

FBA Step 3- Collect Information on Possible Functions of the Behavior

Be sensitive to Threats to Accuracy

• Vague definitions of behavior

• Untrained or inexperienced observers

• Potential observer bias

• Difficulty observing multiple behaviors of concern

• Difficulty capturing personal interactions of interest

• Time constraints that limit availability for data collection efforts

• Pressures for a quick turn-around in producing a FBA

FBA Step 4- Analyze Information Using Triangulation/Problem Pathway Analysis

Data Triangulation Chart

ent ___*Trish*___   Date(s) __*9/26 – 10/8*__

Source 1	Source 2	Source 3
ABC Chart:	*Interview with playground supervisor:*	*Scatterplot:*
Trish yells at students when they don't do what she says. She hits students when she does not get her way.	*Trish yells at and hits other girls when she doesn't get her way. This usually happens when there are no adults nearby.*	*Trish engages in appropriate behavior on the playground about 73% of the time; verbally aggressive behavior about 19% of the time; and physical aggression 8% of the time.*

Interpretation:

1. Precipitating events: *Playground, undersupervised games involving girls.*

2. Maintaining consequences: *Trish usually gets her way when she becomes verbally or physically aggressive. She also gets to spend time with the playground supervisor.*

3. Function(s): *Trish's behavior allows her to get her way (albeit for a short time) and play with other girls. She thinks this is an effective way to join groups.*

FBA Step 4- Analyze Information Using Triangulation/Problem Pathway Analysis

Data Triangulation Chart

Student ___Dom Z.___   Date(s) ___3/6/99 – 3/17/99___

Source 1	Source 2	Source 3
Scatterplot	*Teacher lesson plan book* *Discussion w/teacher*	*Discussion with Dom reveals that he sometimes feels frustrated when he has to read a lot of material. He often makes distracting comments so his classmates won't find out he has problems reading.*
Dom's comments are most frequent during board work, the end of group lectures, and, although inconsistent, during independent work. Dom's inappropriate comments drastically decrease when working in small groups.	*Examination of lesson plan book reveals Dom's inappropriate comments were higher during assignments that required a lot of reading.*	

Interpretation: *Dom's problems with reading cause him frustration.*

4. Precipitating events: *Dom is asked to read materials beyond his ability.*

5. Maintaining consequences: *Comments distract teacher and classmates.*

6. Function(s): *Dom is not asked to read. He avoids a potentially embarrassing/frustrating situation.*

FBA Step 4- Analyze Information Using Triangulation/Problem Pathway Analysis

Problem Behavior Pathway

Student: _Trish B._   Grade: _4th_   School: _Tucker Creek Elementary_   Date: _10/6_
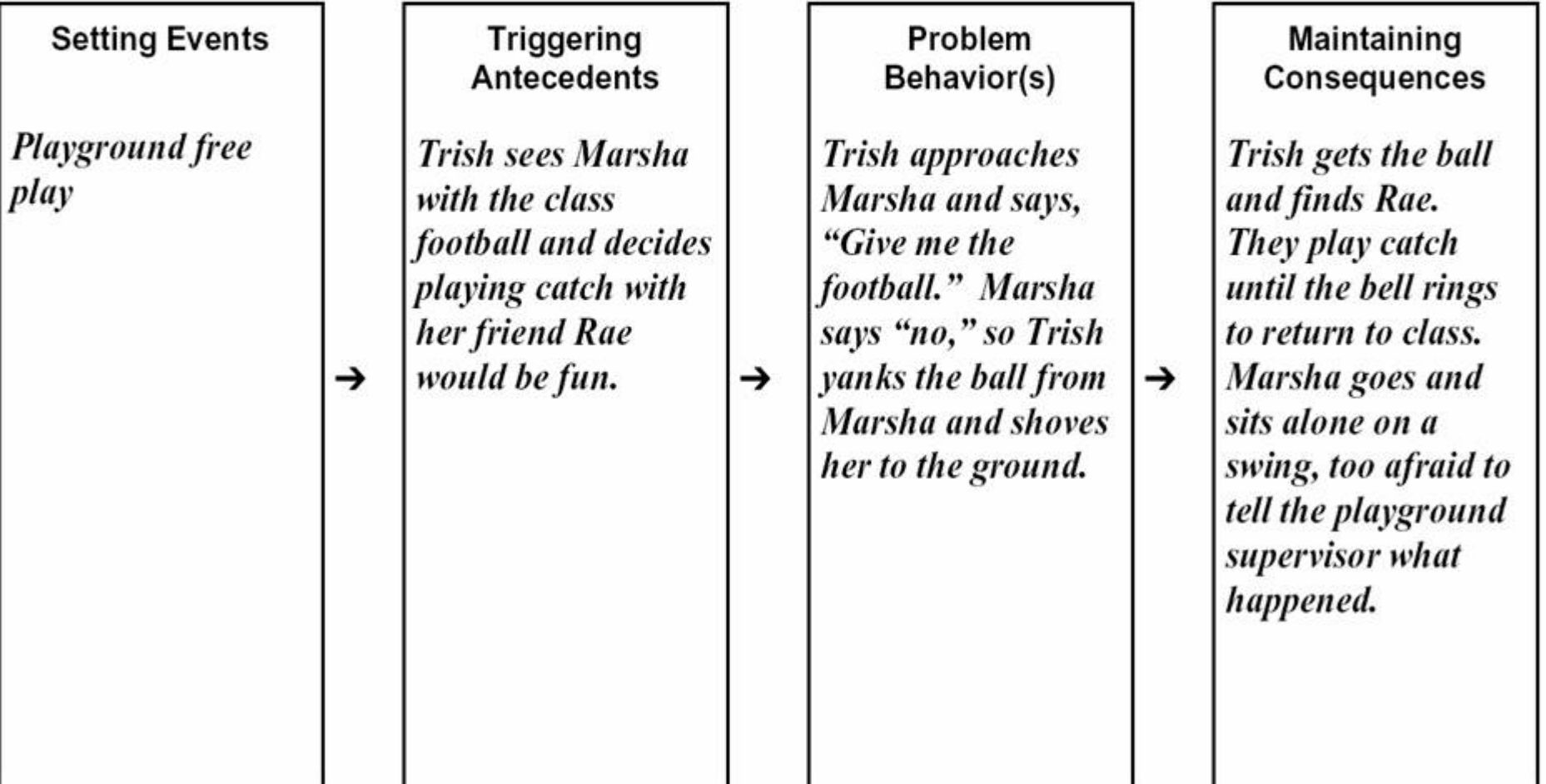
Time: _10:15 – 10:30 am_   Setting: _Recess_

Setting Events		Triggering Antecedents		Problem Behavior(s)		Maintaining Consequences
Playground free play	→	*Trish sees Marsha with the class football and decides playing catch with her friend Rae would be fun.*	→	*Trish approaches Marsha and says, "Give me the football." Marsha says "no," so Trish yanks the ball from Marsha and shoves her to the ground.*	→	*Trish gets the ball and finds Rae. They play catch until the bell rings to return to class. Marsha goes and sits alone on a swing, too afraid to tell the playground supervisor what happened.*

Figure 1. Competing Behavior Pathway Diagram

Desired Alternative
Ideal behavior

Typical Consequence
What really happens after ideal behavior?

Setting Event
Momentarily alters the value of available consequence

Antecedent
Event that occurs prior to behavior

Problem Behavior
Operational definition of behavior

Maintaining Consequences
What is the individual seeking?

Acceptable Alternative
More acceptable than the problem behavior but achieves the same outcome

Source: Adapted from O'Neill et al., 1997.

FBA Step 4- Analyze Information Using Triangulation/Problem Pathway Analysis

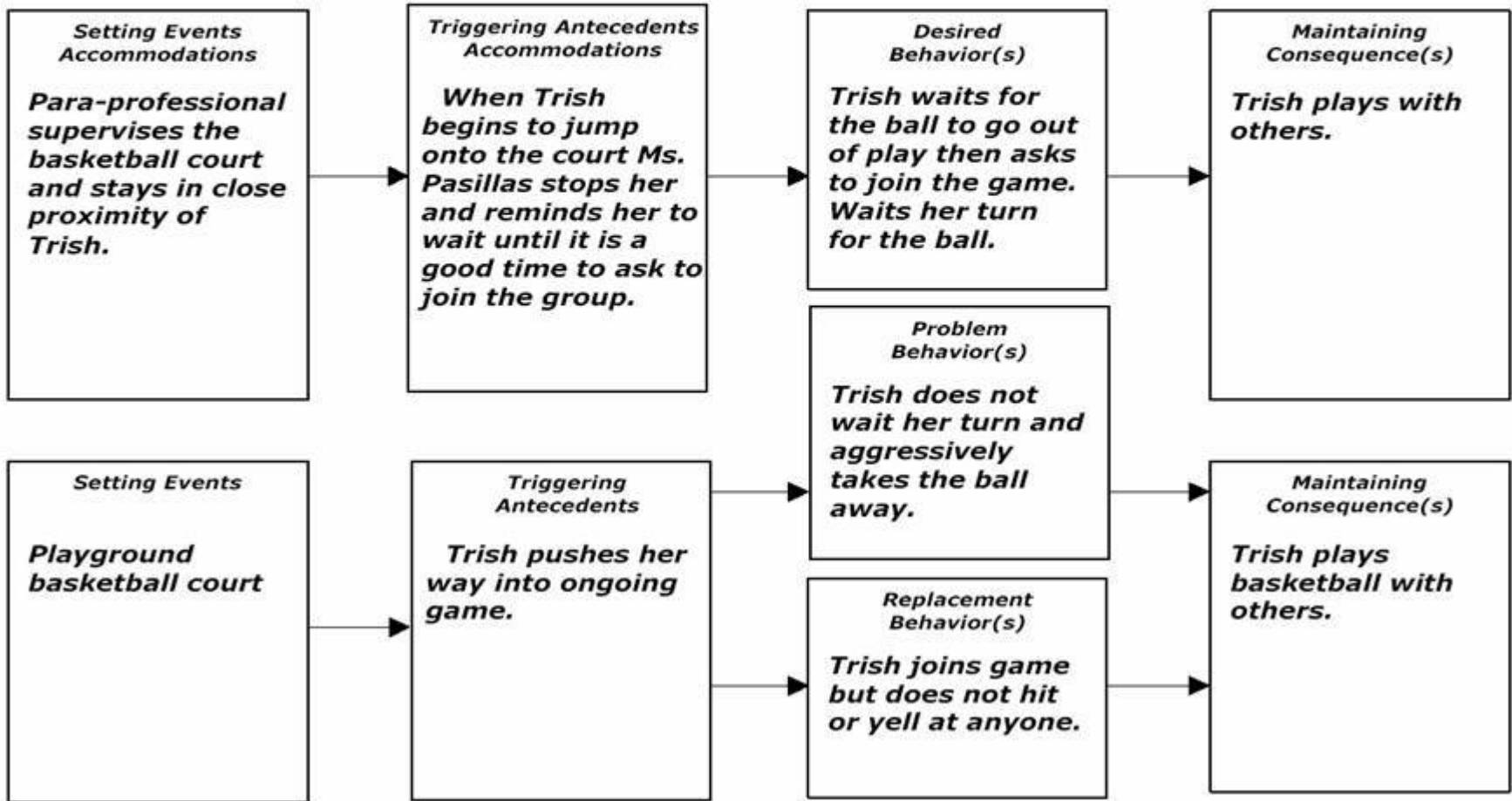## COMPETING BEHAVIOR PATHWAY

Student: **Trish**   Grade: **4**   School: **Tucker Creek**   Date: **10/3**

Setting Events Accommodations

Para-professional supervises the basketball court and stays in close proximity of Trish.

Triggering Antecedents Accommodations

When Trish begins to jump onto the court Ms. Pasillas stops her and reminds her to wait until it is a good time to ask to join the group.

Desired Behavior(s)

Trish waits for the ball to go out of play then asks to join the game. Waits her turn for the ball.

Maintaining Consequence(s)

Trish plays with others.

Problem Behavior(s)

Trish does not wait her turn and aggressively takes the ball away.

Setting Events

Playground basketball court

Triggering Antecedents

Trish pushes her way into ongoing game.

Replacement Behavior(s)

Trish joins game but does not hit or yell at anyone.

Maintaining Consequence(s)

Trish plays basketball with others.

Reproduced with permission from CECP handbook: "Addressing Student Problem Behavior-Part II. American Institutes for Research (1998).

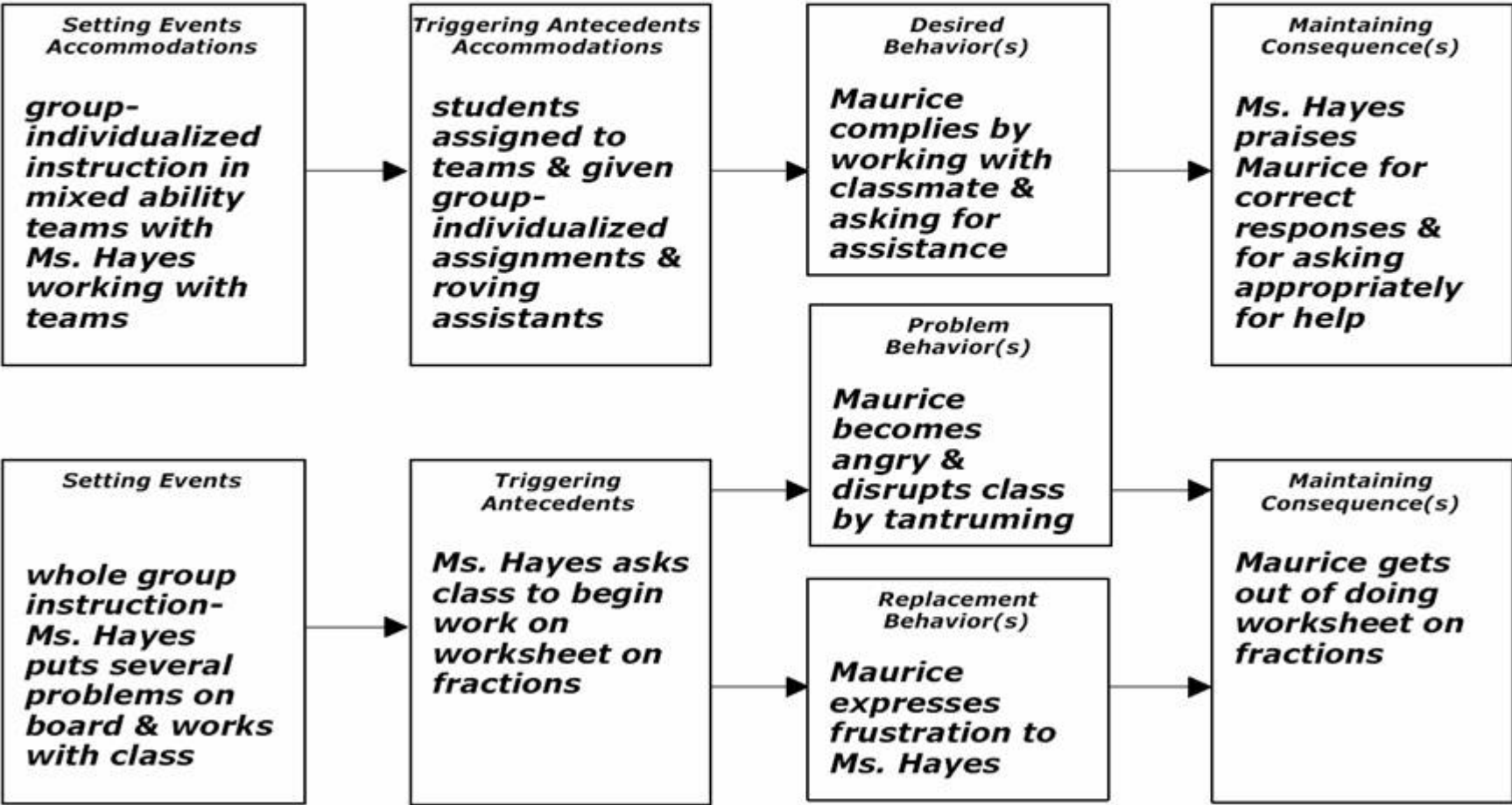# FBA Step 4- Analyze Information Using Triangulation/Problem Pathway Analysis

COMPETING BEHAVIOR PATHWAY

Student: **Maurice R.**   Grade: **5**   School: **Kingston Elem.**   Date: **2/9/98**

Setting Events Accommodations

group-individualized instruction in mixed ability teams with Ms. Hayes working with teams

Triggering Antecedents Accommodations

students assigned to teams & given group-individualized assignments & roving assistants

Desired Behavior(s)

Maurice complies by working with classmate & asking for assistance

Maintaining Consequence(s)

Ms. Hayes praises Maurice for correct responses & for asking appropriately for help

Problem Behavior(s)

Maurice becomes angry & disrupts class by tantruming

Setting Events

whole group instruction- Ms. Hayes puts several problems on board & works with class

Triggering Antecedents

Ms. Hayes asks class to begin work on worksheet on fractions

Replacement Behavior(s)

Maurice expresses frustration to Ms. Hayes

Maintaining Consequence(s)

Maurice gets out of doing worksheet on fractions

FBA Step 5- Generate hypothesis statement on probable function of the behavior

•Using the data, and having clear indications of the function of the behavior, the hypothesis represents a "best guess" about the behavior

•The hypothesis spells out:

  •When "X" occurs

  •The student does "Y"

  •In order to achieve "Z"

•The hypothesis should help you predict the conditions under which the behavior occurs.   You can often manipulate these conditions to test the hypothesis.

•In developing the hypothesis, consider:

  •Slow (setting events) and fast (immediate antecedents) triggers

  •Environmental variables

  •Connections to consequences

  •What the students "gets" or "avoids"

  •Other important background factors

FBA Step 6- Test the hypothesis regarding function of the behavior

• School personnel sometimes proceed from developing the hypothesis to creating a behavior intervention plan, thinking that the results of the intervention will serve as a test for the hypothesis.

•While this could conceivably save time, it also can be an unwarranted and unfair imposition on the student and may violate his/her rights to quality support.

•Ask yourself how would you feel, if rather than doing some testing to arrive at a more definitive diagnosis, your allergist or dermatologist just started a treatment on you and assumed that if it was not successful, he or she would try something else.

•In order to test your hypothesis, you may need to alter a condition that you believe contributes to the behavior. For example, if you hypothesize that a student systematically comes to school late to miss a hallway encounter with a school bully, you might arrange to have the bullying student reassigned to a homeroom on the far end of the school. Of course, if this were the case, you would still need to address the bullying situation, but you would gain some degree of confidence in your hypothesis, if, after the homeroom reassignment, the tardy student regularly arrived to school on time.

FBA Step 6- Test the hypothesis regarding function of the behavior

• Sometimes it is difficult to manipulate the actual classroom situation. One approach involves an ***analogue assessment***, where you manipulate a situationally similar, or analogue to the situation in question. For example, if the hypothesis involves an perceived aversive academic task, a contrived situation could be used to test the hypothesis, presenting the student with such a task in an alternate setting.

•In more serious situations, due to safety considerations, there isn't time to test the hypothesis. In these cases, the team needs to develop an intervention based on a comprehensive data collection and analysis.

•Behavioral problems are often a reflection of a complex system of interacting variables, some of which are beyond the teacher or school's influence. The best strategy is to learn as much as possible and proceed with a well thought out plan, monitoring the plan regularly and modifying as necessary.

Behavioral Intervention Plan

Next Steps: Develop a Behavioral Intervention Plan
Monitor and refine the plan as necessary

• Plans that focus on control and suppression of behavior generally don't work well

• Some general approaches to consider:

  • Teach desired replacement behaviors

  • Alter setting events that contribute to problem behaviors

  • Manipulate antecedent events (e.g., teacher directions)

  • Manipulate consequences

  • Modify classroom instructional strategies/curriculum as appropriate

  • Reinforce desired behavior

  • Address school-wide procedures/policies that may contribute to problem behaviors

Next Steps: Develop a Behavioral Intervention Plan
Monitor and refine the plan as necessary

Think about a 6-step Structured Approach

1. Understand the function of the behavior (through FBA as previously discussed)

2. Select an appropriate replacement behavior

    • Appropriate for the situation

    • That serves the same function as the undesired behavior

3. Develop a teaching plan for the desired behavior and DO IT

    • You need to teach the WHAT, HOW, WHY, WHEN, & WHERE

    • Teach the actual expected behavior (use examples and non-examples)

    • Use modeling, rehearsal, group role playing, and natural settings

    • Teach strategies so the student can initiate the behavior appropriately

Next Steps: Develop a Behavioral Intervention Plan
Monitor and refine the plan as necessary

Think about a 6-step Structured Approach

4. Alter the environment to support success

   - Physical environment

   - Procedures

   - People and activities

5. Develop consequences for desired and undesired behaviors

   - Use natural consequences when available and when appropriate

   - Keep consequences realistic and balanced

   - Use prompts to help students learn

6. Write behavioral objectives

   - These tell us what the behavior should look like

   - They help us determine whether the intervention is working

Student: _____   Teacher: _____

School: _____   Date: _____

Step	Action	Outcomes
1	**Identify the function of the behavior** • Describe the behavior in measurable terms. • How does the behavior meet the student's needs?	
2	**Select a replacement behavior** • What should the student do instead? • What do successful students do? • Will the behavior help the student meet his or her needs?	
3	**Design a teaching plan** The expected behavior includes: • Conditions • Behavior Teaching examples should: • Describe when to use the behavior • Be realistic Non-examples should: • Describe when not to use the behavior • Be realistic	Expected behavior Teaching examples Non-examples Teaching strategies
4	**Arrange the environment to facilitate success** Consider changes to: • Physical environment • Classroom procedures • Task requirements • Teacher-student interactions	Problem situations Facilitate success

Step	Action	Outcomes
5	Develop consequences for desired and undesired behavior (Artificial consequences should be used only when natural consequences are not sufficient)	Natural positive consequences
		Withhold access to natural positive consequences
		Prompts
	• If the replacement behavior is not exhibited despite natural positive consequences and prompts	Artificial positive consequences
	• If the problem behavior continues despite natural positive consequences and prompts	Negative consequences
6	Write behavioral objectives • Learner: Who will demonstrate the behavior • Conditions: When, where, and under what circumstances • Behavior: A physical description of what the learner is to do • Criteria: How much of the behavior is neccessary for the objective to be complete	

Student: _Tony_   Teacher: _Ms. Quincy, Ms. Magee_

School: _Lee Elementary_   Date: _10/2_

Step	Action	Outcomes
1	Identify the function of the behavior. • Describe the behavior in measurable terms? • How does the behavior meet the student's needs?	_Disruptive, non-compliant behavior._ _Tony is non-compliant or disruptive to escape or avoid difficult tasks and negative teacher attention._
2	Select a replacement behavior. • What should the student do instead? • What do successful students do? • Will the behavior help the student meet their needs?	_Tony will ask for help with difficult problems and ask to take a break when he gets frustrated._

3	Design a teaching plan.
	The expected behavior includes:
	• Conditions
	• Behavior
	
	Teaching examples should:
	• Describe when to use the behavior
	• Be realistic
	
	Non-examples should:
	• Describe when _not_ to use the behavior
	• Be realistic
		Expected behavior
		  Tony will comply with teacher requests.
		
		Teaching examples
		  Teach and review school rule, "follow all staff directions" with all students.
		  Conduct individual sessions with Tony preceding transitions or non-preferred activities.
		
		Non-examples
		  If Billy tells you to do something you know is wrong.
		
		Models and/or demonstrations
		  Role play following directions with whole class.
		  Teach Tony to raise his hand for help and ask for a break when he needs one.

4	Arrange the environment to facilitate success.
	  Consider changes to
	• Physical environment
	• Classroom procedures
	• Task requirements
	• Teacher-student interactions
		Problem situations
		  (1) Tony and Billy together; (2) Work above Tony's level; (3) Lecturing; (4) Failure to reinforce requests.
		
		Promote success
		  (1) Separate Tony and Billy; (2) Ensure work at Tony's level; (3) Don't lecture (4) Plan opportunities to reinforce requests.

GURE A   Behavior Intervention Plan.   (Continue

Step	Action	Outcomes
5	Develop consequences for desired and undesired behavior.	**Natural positive consequences** *Immediate praise for requesting help and compliance with directions.*
		Withholding access to natural positive consequences *Do not remove task demand when Tony is disruptive.*
		Prompts *Corrective prompts: "What is the rule about following directions?" "What should you do if a problem is too difficult?"*
	• If the replacement is not exhibited despite natural positive consequences and prompts.	**Artificial positive consequences** *One point for each hand raise or direction followed; exchanged at end of each period for free time.*
	• If the problem behavior continues despite natural consequences and prompts.	**Negative consequences** *Loss of point for each instance of non-compliance.*
6	Develop a plan for monitoring the behavior.	**Measurement procedures** *Count number of directions given (opportunities) in one period and number complied with; divide the latter by the number of opportunities and multiply by 100 to get % compliance.*
7	Write behavioral objectives. • Conditions • Learner • Behavior • Criteria	*Given a task direction by the teacher, Tony will comply within 10 seconds during at least 80% of opportunities for 4 consecutive days by the end of the semester.*

FIGURE A   Behavior Intervention Plan—*Continued.*

Consequence Planning Decision Flowchart Model

Reproduced form Scott, Liaupsin, & Nelosn,

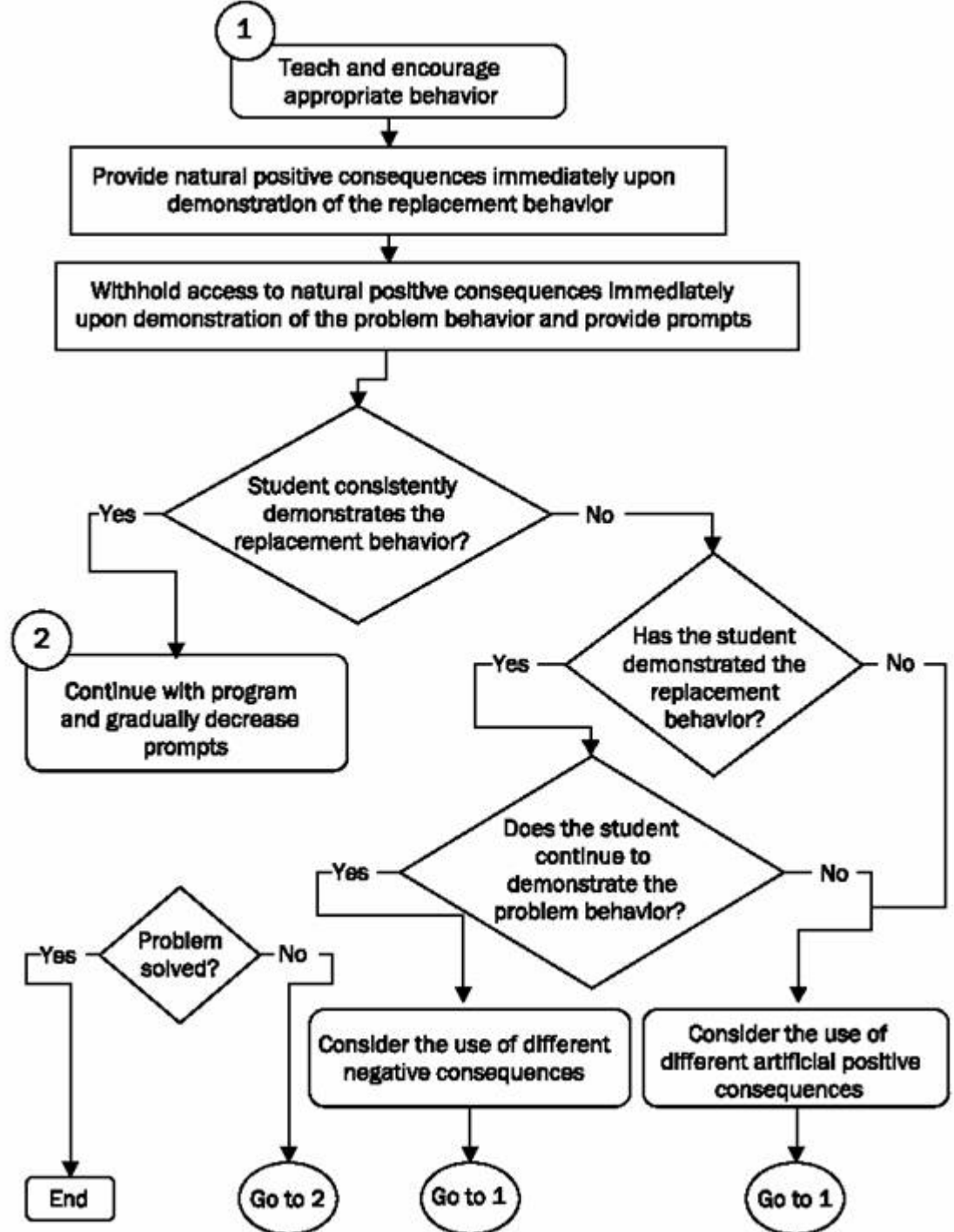Behavior Intervention Planning (2001). Sopris West

TABLE 3. Interventions.

Aggression	Inappropriate Talk	Noncompliance	Off-Task	Self-Injurious
■ Compliance training	■ Teach new/ appropriate/ alternative behaviors	■ Provide choices	■ Environmental modifications	■ Differential reinforcement of other behaviors (DRO)
■ Conflict resolution		■ Contingency contract	■ Token or point system	
■ Life-Space Interviewing	■ Self-monitoring/ management	■ Differential reinforcement of other behavior (DRO)	■ Self-monitoring/ management	■ Differential reinforcement of alternative behaviors (DRA)
■ Problem solving techniques	■ Problem solving techniques	■ I-Messages	■ Peer partners/Peer support	
■ Think sheets	■ Think sheets	■ Teach to student learning styles	■ Redirection prompts/cues/ signaling	■ Provide brief and frequent time-outs for increased opportunity to learn behavior expectations
■ Teach new/ appropriate/ alternative behaviors	■ Social skills training	■ Compliance training	■ Multiple intelligences	
	■ Contingency contract	■ Teach expectations	■ Curricular modifications/ adaptations/ accommodations	
■ Provide choices	■ Token economies	■ Redirection		■ Habit reversal
■ Social skills training to address aggressive behavior	■ Visual and verbal prompts to redirect	■ Token reinforcement		■ Token reinforcement
		■ Social reinforcement	■ Academic restructuring	
■ Support of school personnel	■ Point sheets	■ Enrich the environ- ment with increased time-in		■ Positive reinforcement
	■ Conferencing		■ Provide instructional options	
■ Stress ball	■ Differential Reinforcement of Other behavior (DRO)			■ Social reinforcement
■ Referral to other agencies		■ Frequent/brief time- outs with increased opportunities to learn and practice behav- ior expectations	■ Teach to student learning styles	■ Teach new alternative behaviors
■ Crises intervention			■ Remove distracting objects/stimuli	■ Redirection
■ I-Messages	■ Positive reinforcement			■ Stress management
■ Relaxation techniques	■ Modeling	■ Self-management techniques	■ Proximity control	■ Sensory reinforcement
■ Refocus area to cool down	■ Increase attention To appropriate talk	■ Withdrawal	■ Hurdle help	■ Increase and enrich time-in
■ Modeling	■ Brief time-outs used with other interventions	■ Extinction	■ Break tasks into small segments	
■ De-escalation techniques				
■ Anger control				

FBA:

A Crude Tool?

A Static Tool?

Can it be Thoughtfully Tweaked?

Evolution of FBA

Evolution of Functional Behavior Assessment

•In 1997-1998 when FBA emerged as a result of the 1997 amendments to IDEA, the approach followed traditional behaviorist methods fairly closely.

•During the period from 1998-2003, researchers and practitioners were developing new conceptualizations/asking questions surrounding FBA, such as:

   •How much time, effort, and resources should go into FBAs?

   •To what degree can we use a forms driven process to guide the FBA?

   •What are the role of cognition and affect in an FBA and how can they be incorporated into an FBA?

   •How can we incorporate other important factors into FBAs such as:

      •Cognitive distortions

      •Emotional reactivity

      •Impact of recent major life events

      •Family factors

      •Modeling influences

      •Social influences (e.g., social isolation)

Evolution of Functional Behavior Assessment

• During this same period of time (1998-2003) school systems in various parts of the country began to experiment with variations of FBAs to do a better job of analysis and incorporate contextual and more complex systems factors into FBAs

• Most school districts use a forms-driven approach to data collection and analysis

• There is evidence that some school districts are "breaking the mold," going significantly beyond traditional behaviorism that tends to focus mainly on observable data, along with objective information on setting events, along with record review

• Several expanded models of FBA analysis are emerging, that include:

   • Internalizing/externalizing behavior as a dimension of the analysis

   • More complex contextual factors that tap into peers, family, social life

   • Physiological factors and also the child's temperament

   • Cross-systems influences (e.g., family-peer-school social system)

FBA

Other complexities we should be thinking about with FBA?

•Evidence of Cognition and Affect?

•Recent Major Life Events?

•Effects From Interactive Nested Ecologies? (Peers? Neighborhoods? Families?)

•Broader complex effects from society (general attitudes towards violence?)

•School-wide systemic influences (high-stakes tests marginalizing at-risk students?)

•Developmental issues/ Life-course issues (transition through puberty?)

•Major unmet life needs? (recreation, room to emotionally vent, significant adult in life, other needs)

FBA:

Real Trade-Offs in the

Real World of Schools

FBA

What other kinds of approaches and methods do you believe an FBA should include?

The Role of Cognition and Affect in FBA. Nichols (2000)

•Low-frequency critical behaviors (e.g., bringing a weapon to school) can't be addressed solely through a traditional behavioral analysis approach.

•Students with severe behavioral issues may display:

> • Erroneous beliefs
>
> •Distorted thoughts
>
> •Poorly controlled emotional responses to stress

•In order to better understand problem behaviors, we need to consider social perspectives, beliefs, and feelings

•In essence, we need to perform cognitive and affective analysis in addition to classical behavioral analysis

FIGURE 1

Cognitive-Behavioral Analysis of an Infrequent but Critical Behavior

THE INCIDENT		
JR brings a gun to school in his backpack.		
HE THINKS	HE FEELS	HE DOES
JR Brown: "My mom is cleaning out my room today. She'll kill me if she finds out I have a gun."	guilt fear	Hides the gun in his locker.
JR White: "Freddy said his friends would get me for telling. I need a gun to protect myself."	terror	Keeps the hidden gun near him at all times.
JR Black: "That math teacher had no right to call my parents. I'll show him."	hatred revenge	Aims the gun at the math teacher.
JR Green: "The kids call me 'mama's girl' all the time. I can't stand it. If they see this gun, they'll know I'm tough."	upset boastful insecure	Shows the gun to other kids.

Note: This analysis is based on four different JRs.

The Role of Cognition and Affect in FBA. Nichols (2000)

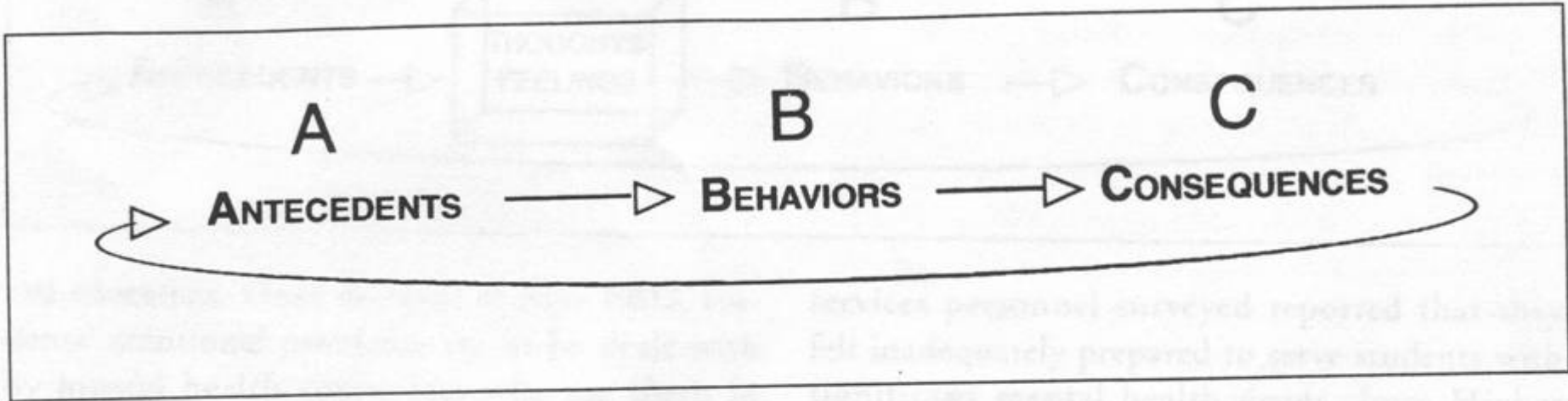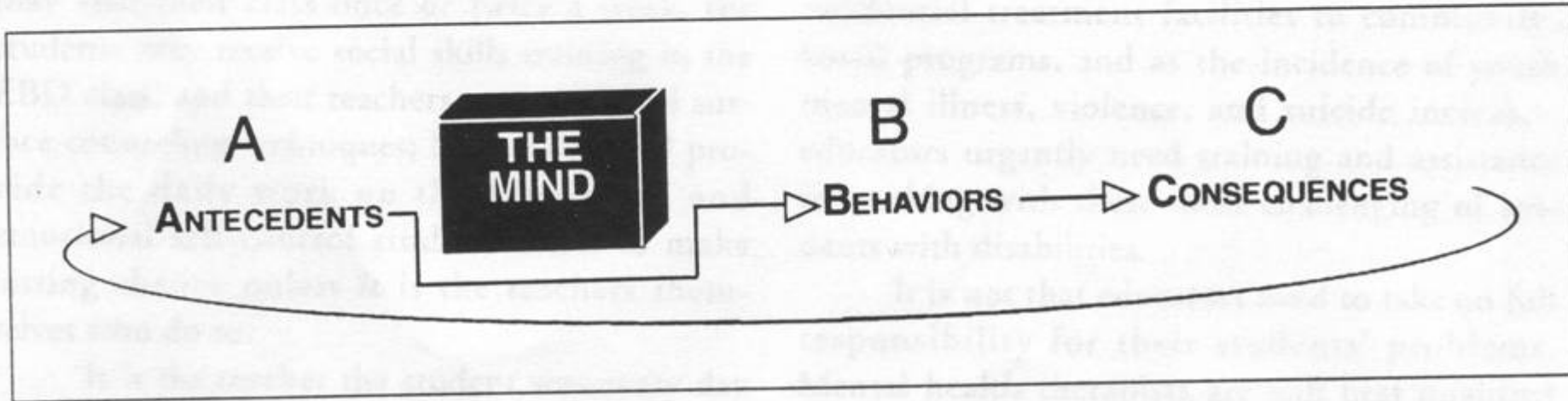**FIGURE 2**
*Diagram of the Traditional Behavioral Framework*

A — ANTECEDENTS ⟶ B — BEHAVIORS ⟶ C — CONSEQUENCES

FIGURE 3
The Mind as a Black Box

A — ANTECEDENTS — THE MIND — B — BEHAVIORS ⟶ C — CONSEQUENCES

The Role of Cognition and Affect in FBA. Nichols (2000)

•Meichenbaum (1977) suggested that thought was a form of silent self-talk

•Cognitive behavioral modification and its derivative, cognitive strategy instruction, are based on this principle, teaching students self-instruction to modify their thoughts and feelings

•Classical behavioral approaches to behavioral management have been criticized as being too narrowly conceived, often focusing on behavior control, rather than assisting students in managing their own thoughts and feelings

•Although students coded with ED may receive periodic (e.g., weekly) counseling or therapeutic support to address thoughts and feelings, it is teachers, in the daily context of the classroom, who can also help students learn to understand and positively manage their thoughts and feelings.

FIGURE 4
Thoughts and Feelings as Mediators of Behavior

A
ANTECEDENTS →

THOUGHTS
FEELINGS → BEHAVIORS → CONSEQUENCES

B

C
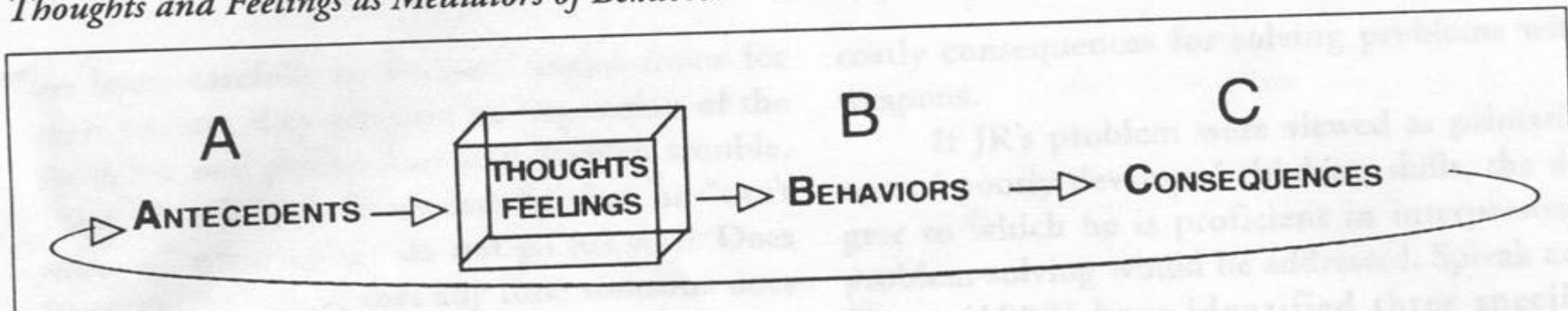
Putting FBA/BIP in Perspective

•FBAs are somewhat simplistic, compared to other approaches such as MST

•We know that life is far more complex than what the FBA can address

•Yet the requirements to perform FBAs represent an important shift in thinking, especially when viewed along with the push for positive behavioral supports in schools.

•By requiring FBAs, we are saying that we can no longer accept a reactive posture in schools. Rather, when students display behavior problems, we must gather information, analyze it, and learn what the function of the behavior is—then developing a thoughtful intervention. That is a vastly superior approach to the traditional reactive, punishment-based, control and containment ways of addressing problem behavior.

•It is clear that the science of FBA is evolving, and significant changes have occurred in may places since 1998-1999.

•Many systems are now incorporating aspects of cognition and affect as well as developmental and ecological factors into FBAs—acknowledging and responding to the complexities of children's' lives.

•When used thoughtfully and with limitations acknowledged, FBAs can serve an important role helping schools assist students with behavioral difficulties