Function-Based Support: A Model for Training General Educators

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James R. Young
What is function-based support (FBS)?

3 consecutive processes:

- Conducting functional behavioral assessment
- Developing a behavior support plan (BSP)
- Implementing and evaluating the BSP (Tobin, 2005)
Why would a teacher want to invest in learning FBS?

• Better understanding of behavior

• Eliminate inappropriate behavior

• Positive relationship

• Positive motivation
How can FBS help general educators?

Less intense, high frequency behaviors are often as disruptive to the teaching and learning process as the problem behaviors exhibited by students with severe disabilities.

(Liaupsin et al., 2004)
Why is FBS important?

- Improves problem behavior effectively and efficiently
  
  (Newcomer & Lewis, 2004; Ingram, Lewis-Palmer, & Sugai, 2005)

- Effective with a range of individuals
  
  (Umbreit, Ferro, Liaupsin, & Lane, 2007, Hughes, Alberto, & Fredrick, 2006)
Purposes

Practical
• Give teachers skills to better serve at-risk students
• Feasible, socially valid training method

Research
• Evaluate training model effectiveness
• Extend research literature
• Explore methods to better serve at-risk students
Challenge
Feasibility vs. Research Rigor
Method

Setting
Suburban, Title I, elementary school

**Students**
- 662 students
- Ethnicity:
  - 74% Caucasian
  - 22% Hispanic
  - 4% Other
- 13% with disabilities
- 19% ELL
- 43% free or reduced lunch

**Faculty**
- 30 general educators
- 4 special educators
- 1 part-time school psychologist
# Method

## Participants

<table>
<thead>
<tr>
<th>Teachers</th>
<th>Students</th>
</tr>
</thead>
<tbody>
<tr>
<td>Phase 1</td>
<td>Phase 1</td>
</tr>
<tr>
<td>8 Females</td>
<td>8 Males</td>
</tr>
<tr>
<td>Grades K-4</td>
<td>6 Caucasian</td>
</tr>
<tr>
<td>Phase 2</td>
<td>Phase 2</td>
</tr>
<tr>
<td>3 Females</td>
<td>3 Males</td>
</tr>
<tr>
<td>Grades 2 &amp; 4</td>
<td>2 Caucasian</td>
</tr>
<tr>
<td>Phase 3</td>
<td>Phase 3</td>
</tr>
<tr>
<td>1 Female</td>
<td>2 Caucasian</td>
</tr>
<tr>
<td>Grade 4</td>
<td>1 Hispanic</td>
</tr>
</tbody>
</table>

- Phase 1: 8 Males, 6 Caucasian, 2 Hispanic
- Phase 2: 3 Males, 2 Caucasian, 1 Hispanic
- Phase 3: 1 Female, Caucasian
Method

Participants

Teacher

3 years experience

B.S., with ESL endorsement

Students – 4th grade

Phase 1 – Cameron
Caucasian
On grade level

Phase 2 – Juan
Hispanic
On grade level

Phase 3 – Amy
Caucasian
On grade
Method
Function-Based Support Training

Phase 1
Lecture
- 4 one-hour sessions
- Interactive group setting

Independent reading
- 10 brief reading assignments

Applied assignments
- 10 independent applied activities (rubrics)

2 Individual consultations
- After FBA completion
- After BSP completion
## Applied Activities

### Function-based Assessment

1. Identifying & defining target behavior
2. Teacher & student interview
3. ABC Observations
4. Identifying function
5. Identifying replacement behavior

### Behavior Support Plan

6. Selecting an intervention method
7. Establishing the intervention
8. FBS Plan
9. Graphing Data
10. Intervention evaluation
Umbreit, Ferro, Liaupsin, & Lane (2007)
Method

Phase 2

Study guide discussion
- 5 one-hour sessions
- Interactive group setting

Applied assignments
- Completion of FBA
- Completion of BSP

3 Individual consultations
- After FBA completion
- After BSP completion
- During intervention
Method

**Phase 3**

**Independent study**
- Review of 5 study guides

**Applied assignments**
- Completion of FBA
- Completion of BSP

**3 Individual consultations**
- After FBA completion
- After BSP completion
- During intervention
Method

Experimental Designs

Phase 1
  AB Design

Phase 2
  ABAB Design

Phase 3
  ABAB Design
Results

Phase 1

<table>
<thead>
<tr>
<th>Student: Cameron</th>
<th>Target Behavior</th>
<th>Function</th>
<th>Replacement Behavior</th>
<th>Intervention Method</th>
<th>Antecedent Adjustment</th>
<th>Reinforcement Adjustment</th>
<th>Extinction</th>
<th>Data Collection Method</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Disruptiveness:</td>
<td>PR – Attention</td>
<td>On-task:</td>
<td>Adjust the contingencies</td>
<td>Social skill instruction</td>
<td>Teacher attention</td>
<td>Tokens</td>
<td>Frequency</td>
</tr>
<tr>
<td></td>
<td>Yelling out answers</td>
<td></td>
<td>Raising hand and waiting to be called on</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Talking to peers</td>
<td>Working quietly at desk</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Out of seat</td>
<td>Staying in seat</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
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</table>

POSITIVE BEHAVIOR SUPPORT INITIATIVE
Results

![Graph showing off-task behavior frequency across sessions for Observer and Teacher]
## Results

### Phase 2

<table>
<thead>
<tr>
<th>Student: Juan</th>
<th>FBA</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Target Behavior</strong></td>
<td><strong>Function</strong></td>
</tr>
<tr>
<td>Off-task:</td>
<td>NR - Escape</td>
</tr>
<tr>
<td>Not completing assignments</td>
<td></td>
</tr>
<tr>
<td>Staring</td>
<td></td>
</tr>
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</table>

<table>
<thead>
<tr>
<th><strong>BSP</strong></th>
<th><strong>Intervention Method</strong></th>
<th><strong>Antecedent Adjustment</strong></th>
<th><strong>Reinforcement Adjustment</strong></th>
<th><strong>Extinction</strong></th>
<th><strong>Data Collection Method</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>Adjust the contingencies</td>
<td>Tokens</td>
<td>Reinforcer exchange Extra recess</td>
<td>1-minute Momentary Time Sampling</td>
<td></td>
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</table>
Results
Results

Phase 3

<table>
<thead>
<tr>
<th>Student: Amy</th>
</tr>
</thead>
<tbody>
<tr>
<td>FBA</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Target Behavior</th>
<th>Function</th>
<th>Replacement Behavior</th>
</tr>
</thead>
<tbody>
<tr>
<td>Off-task:</td>
<td>PR – Attention</td>
<td>On-task: Sitting in seat in learning position</td>
</tr>
<tr>
<td>Drawing in notebook</td>
<td>NR – Escape</td>
<td>Working on assigned material</td>
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<tr>
<td>Walking around</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Sitting without working</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Reading instead of working</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Not sitting in seat correctly</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>BSP</th>
<th>Intervention Method</th>
<th>Antecedent Adjustment</th>
<th>Reinforcement Adjustment</th>
<th>Extinction</th>
<th>Data Collection Method</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Adjust the contingency</td>
<td>Monitor instruction</td>
<td>Teacher attention</td>
<td>Tokens</td>
<td>Reinforcer Exchange Free reading time</td>
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<tr>
<td></td>
<td>1- minute Momentary Time Sampling (variable)</td>
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<td></td>
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</table>
Results

Phase 3

![Graph showing the behavior of Amy in fixed and variable conditions over sessions. The graph includes two lines: one for the observer and another for the teacher. The y-axis represents the percentage of off-task behavior, ranging from 0 to 100%. The x-axis represents the sessions, with session numbers from 1 to 7 on the left and session numbers from 1 to 5 on the right.](image-url)
Results

Phase 3

Amy - Off-Task Behavior

<table>
<thead>
<tr>
<th>Session</th>
<th>Baseline</th>
<th>BSP 2 min</th>
<th>Baseline</th>
<th>BSP 2 min</th>
<th>BSP 4 min</th>
<th>BSP 8 min</th>
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<tbody>
<tr>
<td>1</td>
<td>50%</td>
<td>70%</td>
<td>30%</td>
<td>60%</td>
<td>20%</td>
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<td>2</td>
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<td>3</td>
<td>70%</td>
<td>90%</td>
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<td>40%</td>
<td>30%</td>
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<tr>
<td>4</td>
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<td>100%</td>
<td>60%</td>
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<td>40%</td>
</tr>
<tr>
<td>5</td>
<td>90%</td>
<td>110%</td>
<td>70%</td>
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<td>60%</td>
<td>50%</td>
</tr>
<tr>
<td>6</td>
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<td>60%</td>
</tr>
<tr>
<td>7</td>
<td>110%</td>
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<td>90%</td>
<td>150%</td>
<td>80%</td>
<td>70%</td>
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<tr>
<td>8</td>
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<td>90%</td>
<td>80%</td>
</tr>
<tr>
<td>9</td>
<td>130%</td>
<td>180%</td>
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<td>190%</td>
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<td>90%</td>
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<tr>
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<td>140%</td>
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<td>120%</td>
<td>210%</td>
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<td>230%</td>
<td>120%</td>
<td>110%</td>
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<tr>
<td>12</td>
<td>160%</td>
<td>240%</td>
<td>140%</td>
<td>250%</td>
<td>130%</td>
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<tr>
<td>13</td>
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<td>260%</td>
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<td>270%</td>
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<tr>
<td>14</td>
<td>180%</td>
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<td>15</td>
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<tr>
<td>16</td>
<td>200%</td>
<td>320%</td>
<td>180%</td>
<td>330%</td>
<td>170%</td>
<td>160%</td>
</tr>
</tbody>
</table>

Sessions
Social Validity

Phase I

- Slightly agreed - willing to spend more time learning the material if needed
- Most beneficial - time spent talking and sharing ideas
- “I am going to continue to implement these strategies!”
Social Validity

Phase II

• *Strongly agreed*
  • Training helped her develop the skill to:
    • accurately identify the function of a behavior
    • to design an effective BSP
  • Would recommend same methodology to instruct other teachers
  • Would encourage others to learn FBS
  • Would use FBS to help other students
Social Validity

Phase III

• *Strongly agreed* text, study guide keys, and consultations were most effective

• *Agreed* that the study guides were effective

• Helped to “comprehend more of the actual process of FBS”

• What people actually do in practice rather than what they may say
What’s next?
http://education.byu.edu/pbsi/

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