Function-Based Support: A Model for Training General Educators

Lynnette Christensen, Tina Crofts, James Young, & Tyler Renshaw
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 motivation
- Positive relationship
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?

Implements 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
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 level
Method

Function-Based Support Training  
(Adapted from Umbreit, Ferro, Liaupsin, & Lane, 2007)

Phase 1

Lecture
- 4 one-hour sessions
- Interactive group setting

Independent reading and applied assignments
- 10 brief reading assignments (Umbreit et al., 2007)
- 10 independent applied activities

2 Individual consultations
- After FBA completion
- After BSP completion
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>FBA</th>
<th>BSP</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Target Behavior</strong></td>
<td><strong>Function</strong></td>
<td><strong>Replacement Behavior</strong></td>
</tr>
<tr>
<td>Disruptiveness:</td>
<td>PR – Attention</td>
<td>On-task:</td>
</tr>
<tr>
<td>Yelling out answers</td>
<td>Raising hand and waiting to be called on</td>
<td>Staying in seat</td>
</tr>
<tr>
<td>Talking to peers</td>
<td>Working quietly at desk</td>
<td></td>
</tr>
<tr>
<td>Out of seat</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Results

Off-task Behavior

- Observer
- Teacher

Frequency

Sessions
## Results

### Phase 2

<table>
<thead>
<tr>
<th>Student: Juan FBA</th>
<th>Target Behavior</th>
<th>Function</th>
<th>Replacement Behavior</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Off-task:</td>
<td>NR – Escape</td>
<td>On-task:</td>
</tr>
<tr>
<td></td>
<td>Not completing assignments</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Staring</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 contingencies</td>
<td></td>
<td>Tokens</td>
<td></td>
<td>1-minute Momentary Time Sampling</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Reinforcer exchange Extra recess</td>
<td></td>
<td></td>
</tr>
</tbody>
</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></td>
<td></td>
</tr>
<tr>
<td>Drawing in notebook</td>
<td>PR – Attention</td>
<td>On-task: Sitting in seat in learning position</td>
</tr>
<tr>
<td>Walking around</td>
<td>NR – Escape</td>
<td>Working on assigned material</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>
</tr>
</thead>
<tbody>
<tr>
<td>Intervention Method</td>
</tr>
<tr>
<td>Adjust the contingency</td>
</tr>
<tr>
<td>Exchange Free reading time</td>
</tr>
</tbody>
</table>

| 1-minute Momentary Time Sampling (variable) |
Results

Phase 3

![Graph showing results for Amy in fixed and variable conditions across sessions for Observer and Teacher evaluations. The graph displays trends in off-task behavior.]
What’s next?
http://education.byu.edu/pbsi/

Lynnette Christensen – lynnette_christensen@byu.edu
Tina Crofts – tina.crofts@nebo.edu

236 S 700 E
Provo, UT 84606
(801) 377-0560
Fax (801) 377-0597
byu.pbsi@gmail.com