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This study explored the results of aligning functional behavioral assessment (FBA) information with a Positive Behavior Support plan (PBS plan). The independent variable was an intervention package made up of three major components including: assessment and planning (FBA), training (teacher, student, and peer), and an individualized student intervention (PBS plan). The PBS plan included a combination of self-monitoring, peer-teacher mediated support, and positive reinforcement including praise and a token economy and took place in a general education classroom. A same-age peer from the students' classroom was used as a change agent to mediate the PBS plan designed for the Hispanic, grade student, identified with a learning disability. The FBA, PBS plan, and academic failure. Intervention effects were evaluated with a single-subject ABAB design and examined in relationship to a response class of socially appropriate classroom behavior and academic work completion. The at-risk student showed immediate, marked improvement in appropriate classroom behavior and in completion of his academic work. Treatment gains maintained as reinforcement was thinned. Social validity was measured by social comparison with a normative sample of same-aged students and subjectively by the teacher, student and peer who participated.

The graph shows the percentage of socially appropriate behavior over 41 days. The y-axis is labeled 'Percent of Socially Appropriate Behavior' and ranges from 0 to 100. The x-axis is labeled 'Days' and ranges from 1 to 41. The graph is divided into Baseline and five PBS phases (RS 1 to RS 5). A shaded gray area represents the range of behavior during the Baseline phase. A dashed horizontal line is at 80%.

| Phase    | Day | Percent of Socially Appropriate Behavior |
|----------|-----|--|
| Baseline | 1   | 26                                       |
|          | 2   | 51                                       |
|          | 3   | 58                                       |
|          | 4   | 46                                       |
|          | 5   | 62                                       |
|          | 6   | 55                                       |
|          | 7   | 54                                       |
|          | 8   | 46                                       |
|          | 9   | 41                                       |
|          | 10  | 41                                       |
| PBS RS 1 | 11  | 98                                       |
|          | 12  | 98                                       |
|          | 13  | 85                                       |
|          | 14  | 98                                       |
|          | 15  | 88                                       |
| Baseline | 16  | 98                                       |
|          | 17  | 98                                       |
|          | 18  | 78                                       |
|          | 19  | 48                                       |
|          | 20  | 78                                       |
| PBS RS 1 | 21  | 85                                       |
|          | 22  | 88                                       |
|          | 23  | 95                                       |
|          | 24  | 98                                       |
|          | 25  | 90                                       |
| PBS RS 2 | 26  | 90                                       |
|          | 27  | 82                                       |
|          | 28  | 85                                       |
|          | 29  | 90                                       |
|          | 30  | 95                                       |
| PBS RS 3 | 31  | 98                                       |
|          | 32  | 90                                       |
|          | 33  | 95                                       |
|          | 34  | 96                                       |
|          | 35  | 98                                       |
| PBS RS 4 | 36  | 95                                       |
|          | 37  | 88                                       |
|          | 38  | 95                                       |
|          | 39  | 98                                       |
|          | 40  | 95                                       |
| PBS RS 5 | 41  | 98                                       |
|          | 42  | 95                                       |

[illegible]

- Behavior Specialist
- General Education Teacher

|   |                                 |
|---|---------------------------------|
| <b>Urban Elementary School</b>          | <b>Jose's Classroom</b>         |
| Approximately 573 Students              | 24 Students (9 female, 15 male) |
| 53% Caucasian                           | 52% Caucasian                   |
| 40% Hispanic                            | 48% Hispanic                    |
| 7% Other ethnic group                   | Teacher                         |
| <b>Title I School</b>                   | B.S. degree                     |
| 67% qualified for free or reduced lunch | 5 years experience              |
| 60-70% mobility rate                    |                                 |

- **How?**
  - 10 second whole interval recording
  - Daily sessions
- **Who?**
  - Former teacher, graduate student, 2 undergraduates
- **Inter-observer Agreement**
  - 25 % of all observations compared for agreement by second observer.

| Subject Agreement  | Comparison Group Agreement |
|--------------------|----------------------------|
| Mean = 90%         | Mean = 87%                 |
| Range = 84% to 98% | Range = 80% to 91%         |

|                        |  |
|------------------------|--|
| Social Comparison:     | Accomplished through direct observation data collected on a normative sample of peers  |
| Subjective Evaluation: |  |
| Subject                | Found PBS plan to be highly acceptable and enjoyable   |
| Peer Partner           | Participation was enjoyable and felt a sense of accomplishment at having helped<br>would participate again without a reward                              |
| Teacher                | Found FBA process and PBS plan acceptable and worthwhile<br>Felt PBS strategies had a strong impact on her student including academic work relationships |

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**Socially Appropriate Classroom Behavior (Response Class)**

- Attending
- Working
- Getting the Teacher's Attention Appropriately
- Reading Aloud
- Answering Questions
- Following Teacher Instructions
- Other (i.e., following classroom rules)

**Aligning FBA Information to PBS Strategies for Jose**

| PBS Description/Problem Characteristics & Features   | Positive Behavior Support Plan Components  |
|--|--|
| <p><b>Problem behaviors:</b> Aggressive behavior (hitting, kicking, screaming, cursing, etc.)</p> <p><b>Antecedents:</b> Transition from structured to unstructured activities</p> <p><b>Consequences:</b> Verbal reprimand (e.g., "Don't do that"), loss of attention, removal from activity</p> <p><b>Setting:</b> Classroom</p> <p><b>Time:</b> Morning</p> | <p><b>Function:</b> Attention (escape/avoidance), stimulation (sensory), escape/avoidance (escape from demands)</p> <p><b>Setting:</b> Classroom</p> <p><b>Time:</b> Morning</p> |
| <p><b>Independent work expectations:</b> Jose will follow directions in Centers, Time</p>  | <p><b>Self-advocacy:</b> Jose will follow directions</p> <p><b>Self-advocacy:</b> "Jose can't do that"</p> <p><b>Rating scale:</b></p>   |
| <p><b>Antecedents/Consequences:</b> Jose will follow directions in each class</p> <p><b>Setting:</b> Classroom</p> <p><b>Time:</b> Morning</p>   | <p><b>Power &amp; behavior reinforcement of alternative behaviors:</b> Jose will follow directions</p>   |
| <p><b>Transfer:</b> Jose will follow directions in each class</p> <p><b>Setting:</b> Classroom</p> <p><b>Time:</b> Morning</p>   | <p><b>Use of rating materials:</b> Jose will follow directions</p> <p><b>Setting:</b> Classroom</p> <p><b>Time:</b> Morning</p>  |
| <p><b>Low rate of reinforcement for appropriate behavior:</b> Jose will follow directions to identify reinforcement</p>  | <p><b>Reinforcement (group, peer, &amp; teacher):</b> Jose will follow directions</p> <p><b>Setting:</b> Classroom</p> <p><b>Time:</b> Morning</p>                               |

| Experimental Conditions   |     |          |     |        |        |               |
|---|-----|----------|-----|--------|--------|---------------|
| Baseline  | PBS | Baseline | PBS | PBS    | PBS    | PBS           |
| (RS 1)  |     | (RS1)    |     | (RS 2) | (RS 3) | (RS 4) (RS 5) |
| Note (RS) represents the schedule of reinforcement for each condition and the systematic thinning of the schedule |     |          |     |        |        |               |

### Strengths:

- Alignment of FBA with PBS treatment package
- Functional relationship between dependent variable and independent variable to increase socially appropriate classroom behavior
- While not a focus of the study, work completion increased though not directly reinforced
- Behavior change was dramatic and maintained over time
- Social comparison and subjective evaluation of social validity

### Implications for Future Research:

- Independent variable was a "package" approach - component analysis needed
- Results indicate peers are effective in mediating change in general education settings - worthy of further exploration
- Additional research might investigate systematic implementation of use of peers throughout the entire school day

