Bringing Functional Behavioral Assessments & Behavioral Intervention Plans To The 21st Century!

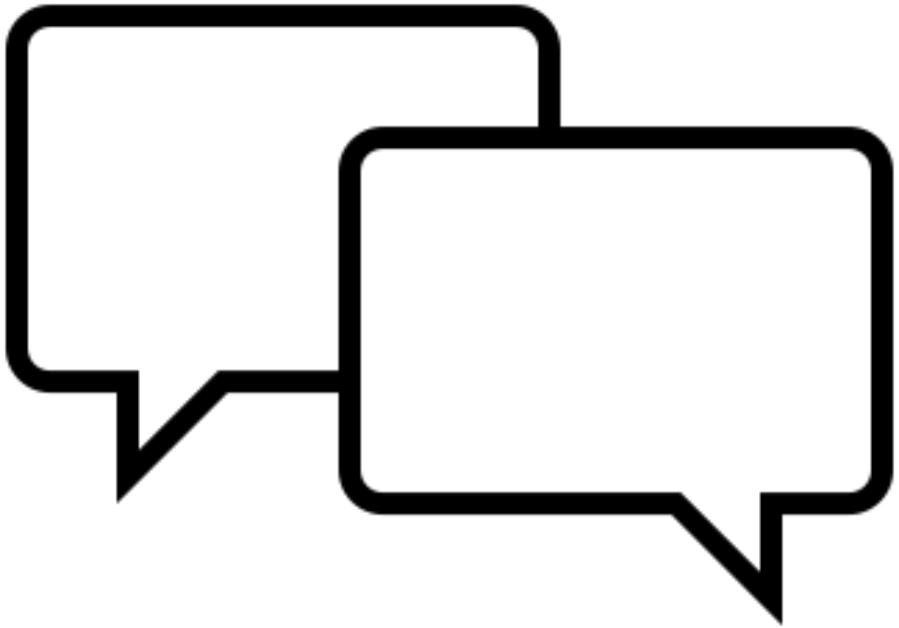
Connie Persike, M.S, CCC/SLP

Welcome to Bringing FBA's to the 21st Century! with Connie Persike, M.S., CCC/ SLP
EXCEPTIONAL NEEDS TODAY Contributor
English Language Arts
THE BOY WHO WAS RAISED AS A DOG
COMPREHENSIVE LITERACY
Neurons that fire together, wire together
Clinical Supervision
CHILDHOOD DISRUPTED
Autism Parenting
BUTLER UNIVERSITY
GIRL BOSS

What will we cover today?

- Here's What. Looking backward to move forward
- So What? The impact
- Now What? Major shifts needed to align practice with our current knowledge

Turn and Talk



- What are your teams doing now to determine the root cause of behavior in students/children?
- What are you struggling with as an individual?

Looking Backward to Move Forward

- Traditional FBA & BIPs are rooted in behaviorism and ABA
- Traced back to the work of B.F. Skinner in the 1930s.
- Behaviors were defined as observable responses to external stimuli
- Theory that behaviors were simple stimuli-response reactions changed through operant conditioning
- Behaviors were reinforced by positive and negative reinforcement, tangible reinforcement, and autonomic reinforcement
  - Behaviors worked for the child to attain the following functions: attention-seeking, escape/avoid, tangible, sensory, and need for control

But why not just end the practice?

Individuals with Disabilities Act (IDEA)

- All students with disabilities must have an evaluation that includes all areas of disability, including behavior
- FBAs are required for a student with a disability as part of Manifestation Determination unless a FBA was conducted prior to a placement change for disciplinary reasons

WI ACT 118

- Second time seclusion/restraint used on a student within the same school year
  - For students with a disability – team must review and/or revise current IEP for behavior of concern within 10 days
  - IEP must contain positive behavior supports for behavior of concern
  - Interventions, supports, and other strategies in IEP are based on a FBA for behavior of concern

Best practice: An assessment should be conducted if a team is trying to better understand a student's behavior!

Looking Backward: Moving Away From…

- Behaviorism
- Compliance Driven Models

Looking Forward: Moving Towards….

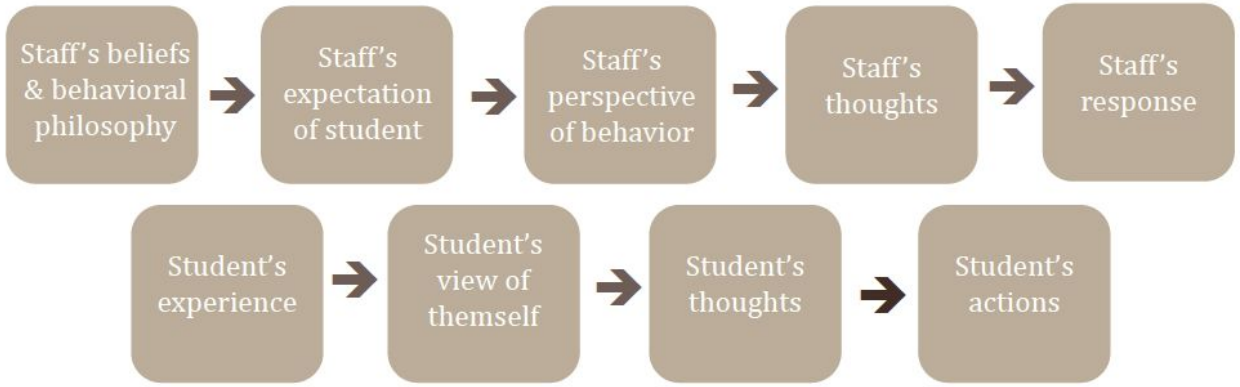
- Relational science
- Neuroscience
- Trauma-sensitive practices
- Neurodiversity

Turn and Talk

"Reframing a child's behaviour is not a matter of conscious decision or effort: it is a function of seeing a child differently, which, in itself, has an instant calming effect." – Dr. Stuart Shanker

"See a child differently, you see a different child." - Dr. Stuart Shanker

Your explanation guides your intervention. How you respond to the behavior depends on what you think is causing it.



Based on the Pygmalion Effect

So What? The Impact

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Traditional Approaches to FBAs and BIPs Lead To:

The belief that behavior is working for the student

The belief that behavior is intentional

Decreased understanding and patience from adults

Planned ignoring, withholding attention, rewards and incentives for compliance, punishments for noncompliance, and incentives for desired behaviors

Strained relationships, frustrated adults, & stressed students

Now What? Major Shifts Needed to Align Practice With Our Current Knowledge

Shift 1:

Redefine behavior to include both external and internal stimuli.

Functional Behavioral Assessment and **Positive Behavioral Support Plan**

ICEBERG ANALOGY

Inspired by the work of Dr. Eric Schopler, Dr. Mona Delahooke, and Dr. Ross Greene

"We focus on the underlying causes of behavior and not the behavior itself."

-Dr. Mona Delahooke

TIP OF THE ICEBERG | WHAT YOU SEE

Behaviors
Unease
Disconnection
Protection

"Kids do well if they can." -Dr. Ross Greene

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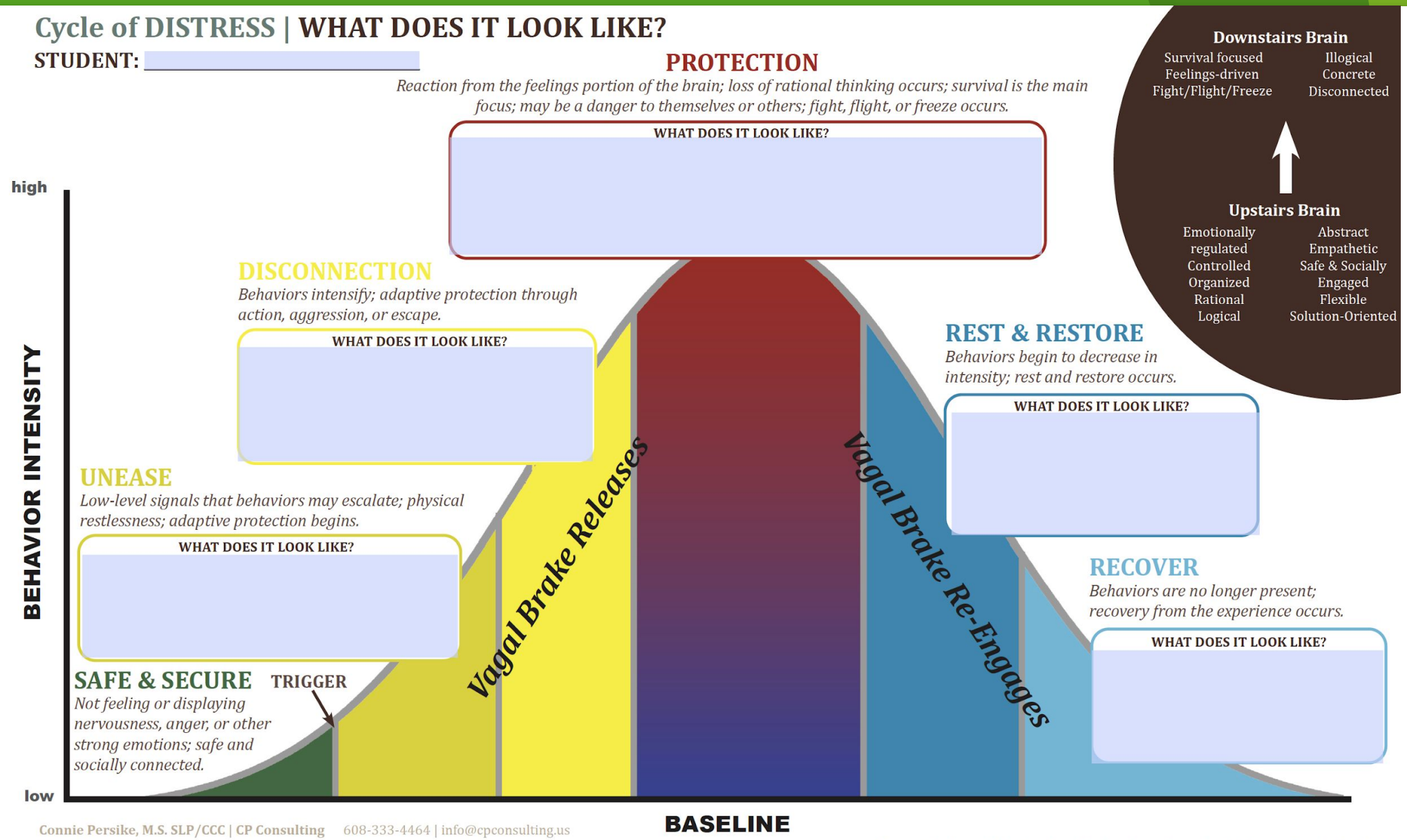
Cycle of DISTRESS | WHAT DOES IT LOOK LIKE?

STUDENT: _____



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Inspired by the work of Dr. Dan Siegel, Dr. Tina Payne Bryson, Geoff Colvin, and Dr. Stephen Porges

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> “In order to empathize with someone’s experience you must be willing to believe them as they see it, and not how you imagine their experi-ence to be.”
>
> -Brene Brown

Shift 2:

Ask ourselves what experiences will influence behavior for the long term – not what consequences will stop the behavior right now.

Consequences vs. Experiences

What consequence will end the behavior now?

- What consequence does Addison need when she throws items in the room?
- What consequence does Emma need when she refuses to do her classwork?
- What consequence does Lily need when she flees from the room?

What experience will influence behavior long-term?

- What experiences can I provide Addison so that she feels and senses safety and connection in our classroom?
- What experiences does Emma need so that she perceives she is capable?
- What experiences does Lily need to develop stronger neurological pathways of calm?

Adapted from Revelations in Education, 2019©

Shift 3

Show up for our students!

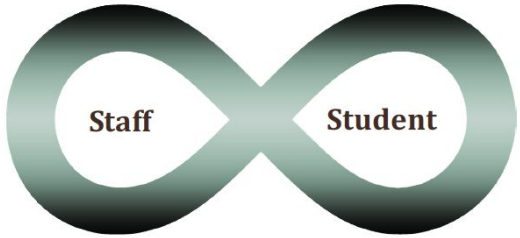
> “The difference between adversity making us fragile vs. making us resilient is having somone show up for us and walk with us through it.”
>
> -Dr. Tina Payne Bryson

> "In all situations it is my response that decides whether a crisis will be escalated or de-escalated or a child humanized or de-humanized."
>
> -Dr. Haim Ginott

> "Be the thermostat not the thermometer." -Dr. Nick Long

Response Support Plan

A CONNECTED EXPERIENCE©



What we do, how we look, and how we feel impacts the student; and what the student does, how they look, and how they feel impacts us.

Inspired by the work of Dr. Mona Delahooke, Dr. Lori Desautels, Dr. Dan Siegel, and Dr. Tina Payne Bryson

Shift 4

When we show up, we need to remember that our response to behavior is a connected experience between us and our students.

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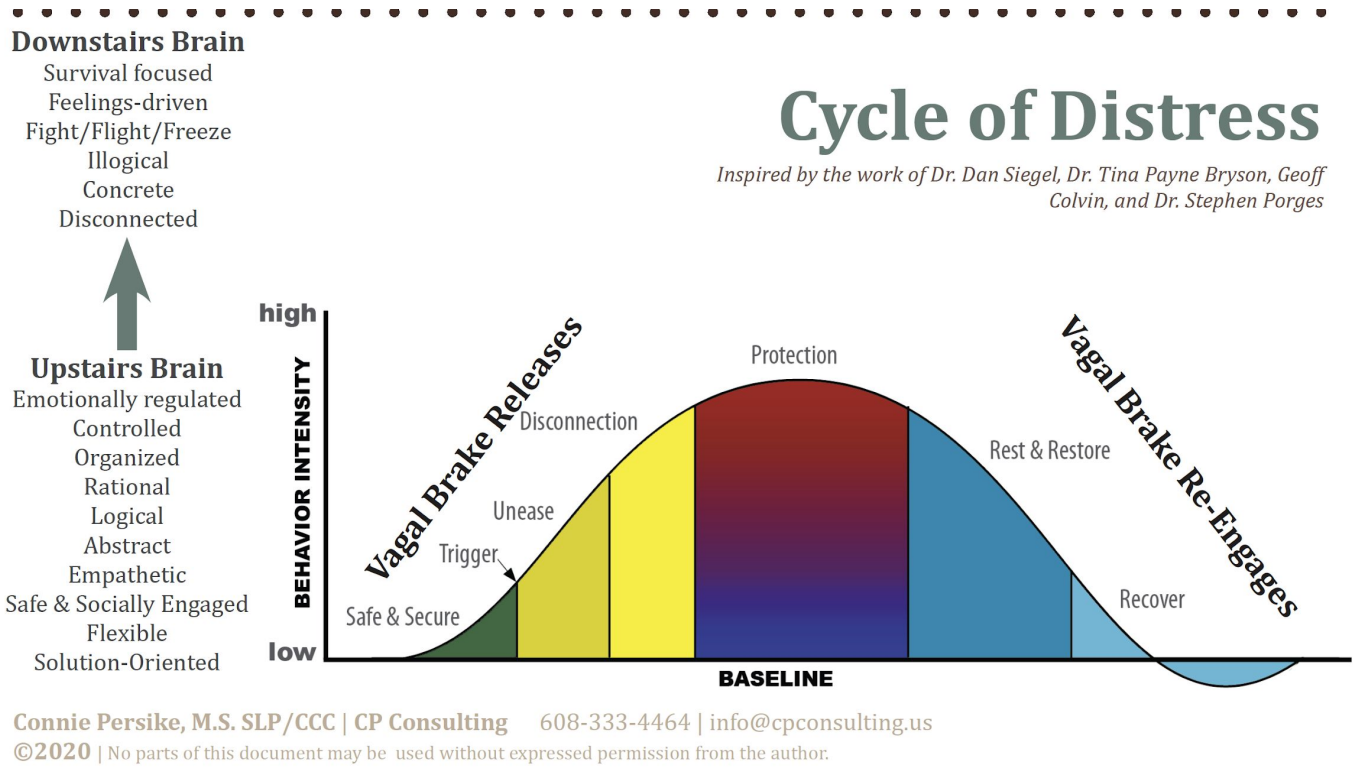
Shift 5

Our language matters!



Target Behavior to Cycle of Distress

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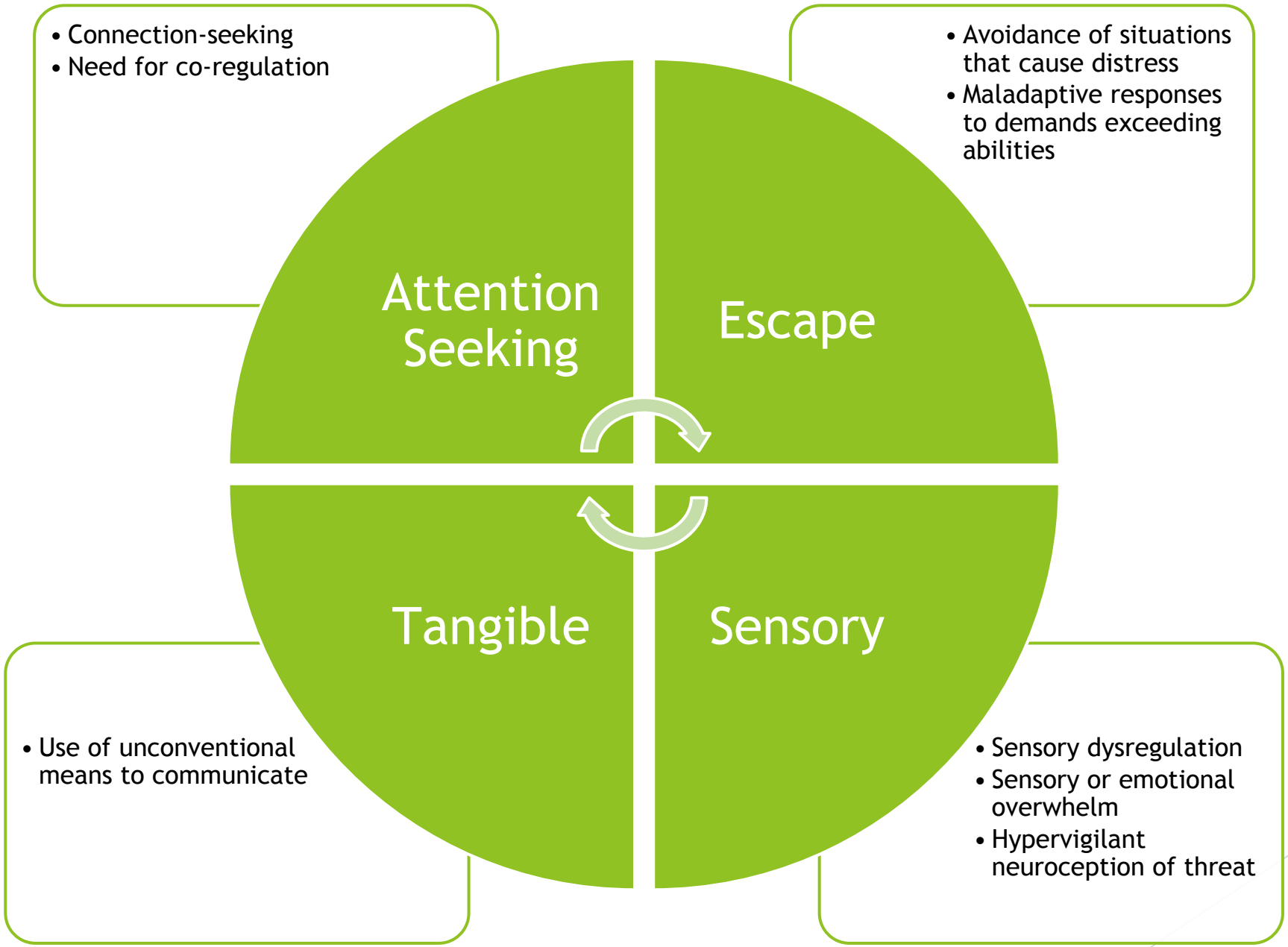
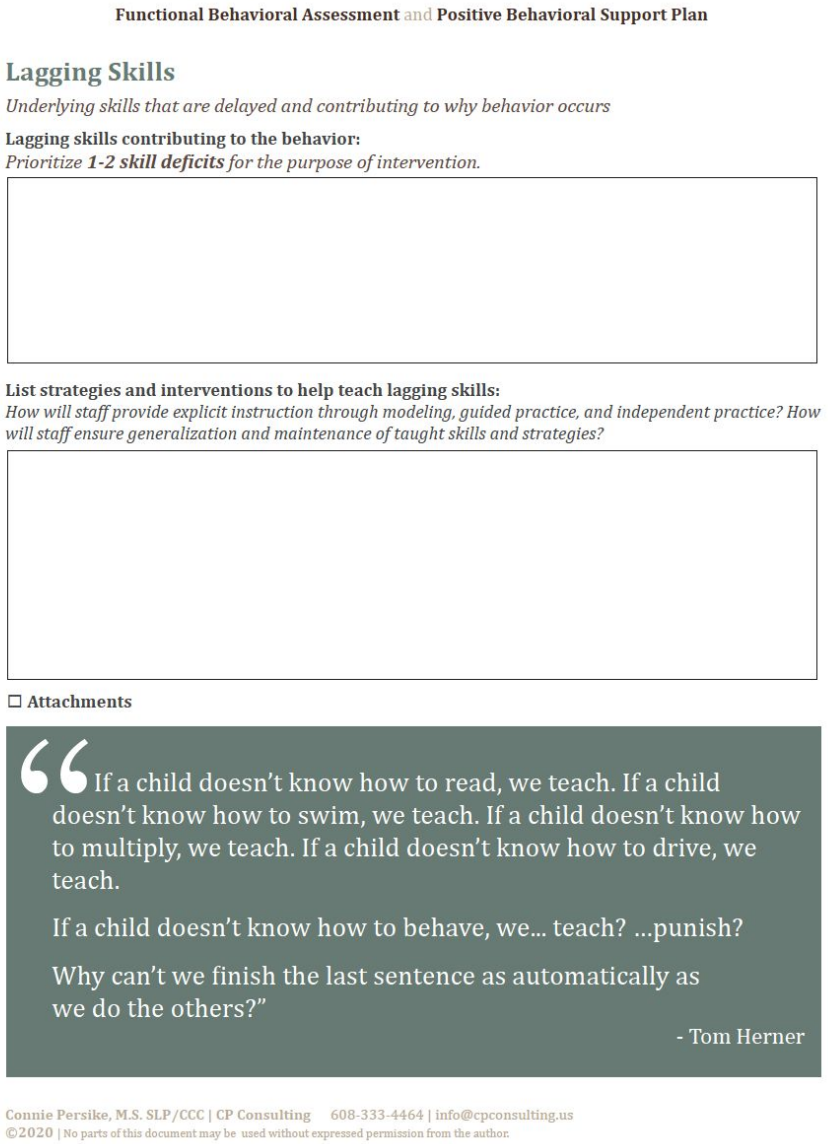

• Connection-seeking
• Need for co-regulation
• Avoidance of situations that cause distress
• Maladaptive responses to demands exceeding abilities
Attention Seeking
Escape
Tangible
Sensory
• Use of unconventional means to communicate
• Sensory dysregulation
• Sensory or emotional overwhelm
• Hypervigilant neuroception of threat



Functional Behavioral Assessment and Positive Behavioral Support Plan

Lagging Skills

Underlying skills that are delayed and contributing to why behavior occurs

Lagging skills contributing to the behavior:
*Prioritize **1-2 skill deficits** for the purpose of intervention.*

List strategies and interventions to help teach lagging skills:
How will staff provide explicit instruction through modeling, guided practice, and independent practice? How will staff ensure generalization and maintenance of taught skills and strategies?

☐ **Attachments**

"If a child doesn't know how to read, we teach. If a child doesn't know how to swim, we teach. If a child doesn't know how to multiply, we teach. If a child doesn't know how to drive, we teach.

If a child doesn't know how to behave, we... teach? ...punish?

Why can't we finish the last sentence as automatically as we do the others?"

- Tom Herner

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Alternative behaviors to meet the function to teaching lagging skills

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Final Thoughts

Turn and Talk

Now that we know better, what is one change you will make as you leave today?

“Do the best you can until you know better. Then when you know better, do better.” – Maya Angelou

Questions?

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