Evaluating the Effects of Behavioral Interventions with D/HH Students
It makes sense... Right?

- When a student doesn’t know how to drive... 
  we **teach** him.
- When a child doesn’t know how to wash her hands... 
  we **teach** her.
- When a person doesn’t know how to read... 
  we **teach** her.
- When a child doesn’t know how to behave... 
  we **punish** him. 😞
No, it actually doesn’t

- Teach students new skills
- Teach students new behaviors
- Teach students new strategies
- **BEFORE** they have the opportunity to misbehave
All behavior serves a purpose, or **function**
- To **get** something
- To **avoid** something

For example:
- We go to work...
  - To **get** paid
- We tell a joke...
  - To **get** attention/laughter
- We press the snooze button...
  - To **avoid** getting up
Functions of Behavior

- Get Something
  - Attention
  - Object
  - Activity
  - Sensory Stimulation

- Avoid Something
  - Attention
  - Object
  - Activity
  - Sensory Stimulation
Delays in receptive, social, and expressive language can lead to behavior difficulties.

Some studies show higher rates for EBD among D/HH students.

Very little has been done to address behavior with this population.
Function-Based Intervention Decision Model

1. Conduct FBA

2. Select Replacement Behavior

   - Can the Student Perform the Replacement Behavior?
     - Yes
       - Do Antecedent Conditions Represent Best Practice?
         - Yes: Method 3: Adjust the Contingencies
         - No: Method 2: Improve the Environment
     - No: Method 1 & 2: Teach the Replacement Behavior and Improve the Environment
   - No: Method 1: Teach the Replacement Behavior

3. Conclusion
How do we identify function?

- Functional Behavior Assessment: A *process* to determine *why* a behavior is occurring (Function)
- To improve the *effectiveness* of a behavior intervention plan
- Should lead to:
  - Clear definition of the behavior
  - Identification of what happens before (antecedents), and after (consequences)
  - Development of a behavior intervention plan
Components of an FBA

- Indirect Assessments
  - Interview
  - Rating scale/checklist

- Direct Observation Assessments
  - Classroom Notes
  - ABC Data

- Experimental Analyses
  - Functional Analysis
Levels of Functional Behavioral Assessment

- **Informal Functional Behavioral Assessment**
  - Done in school by typical teachers/staff
  - Done as part of normal daily problem solving

- **Level I: Simple FBA**
  - Done by trained members of school setting
  - Typically involves interview(s), and brief observation

- **Level II: Complex FBA**
  - Done by behaviorally trained member of school or district
  - Typically involves interviews and extensive observation

- **Level III: Functional Analysis**
  - Done or supervised by a trained behavior analyst
  - Involves interviews, direct observation, and systematic manipulation of conditions.
## Level 1 versus Level II FBA

<table>
<thead>
<tr>
<th>For:</th>
<th>Students with <strong>mild to moderate</strong> problem behaviors (behaviors that are <strong>NOT</strong> dangerous or occurring in many settings)</th>
<th>Students with <strong>moderate to severe</strong> behavioral problems; may be <strong>dangerous and/or occurring in many settings</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>What:</td>
<td>Relatively <strong>simple</strong> and <strong>efficient</strong> process to guide behavior support planning</td>
<td><strong>Time-intensive</strong> process that also involves archival records review, family-centered planning, and collaboration with agencies outside of school</td>
</tr>
<tr>
<td>Conducted by whom:</td>
<td>School-based personnel (e.g., teachers, counselors, administrators)</td>
<td>Professionals trained to conduct functional behavioral assessments with students with severe problem behaviors (e.g., school psychologists, behavior specialists)</td>
</tr>
</tbody>
</table>
Antecedent-Behavior-Consequence Recording

When we observe behavior, we observe it in relation to two things

- The context in which it occurs (antecedent)
- Events that follow it and affect its future occurrence (consequence)

Simply – what is going on when the behavior occurs and what happens afterwards that may continue that behavior
**Observe the Child**

- **Antecedent**
  - Existing conditions when a behavior occurs; what is happening before the behavior

- **Behavior**
  - What the student is doing

- **Consequence**
  - Event that follows the behavior; what the student gets from the behavior (punishment, reinforcement)

### Table

<table>
<thead>
<tr>
<th></th>
<th>Antecedent</th>
<th>Behavior</th>
<th>Consequence</th>
<th>Function</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Teacher hands out quiz</td>
<td>Writing a letter to another student</td>
<td>Teacher rolls eyes and walks away</td>
<td>Escape from quiz (NR)</td>
</tr>
<tr>
<td>2</td>
<td>Teacher tells students to pass in quiz</td>
<td>Puts head on desk</td>
<td></td>
<td>Escape from handing in quiz (NR)</td>
</tr>
<tr>
<td>3</td>
<td>Teacher asks, “Where is your quiz?”</td>
<td>Student replies, “I just want to do this,” and continues writing his letter</td>
<td>Teacher tells him she can’t give him any points and takes the blank quiz</td>
<td>Escape from quiz (NR)</td>
</tr>
</tbody>
</table>
Function-Based Intervention Decision Model

1. Conduct FBA
2. Select Replacement Behavior
3. Can the Student Perform the Replacement Behavior?
   - No: Do Antecedent Conditions Represent Best Practice?
     - Yes: Method 1: Teach the Replacement Behavior
     - No: Method 1 & 2: Teach the Replacement Behavior and Improve the Environment
   - Yes: Method 2: Improve the Environment
4. Do Antecedent Conditions Represent Best Practice?
   - Yes: Method 3: Adjust the Contingencies
   - No: Method 1 & 2: Teach the Replacement Behavior and Improve the Environment
Selecting Replacement Behavior

- What the student is doing that want them to do INSTEAD of the target behavior

- Appropriate replacement behaviors should:
  - Be stated in terms of what you want the student to do
  - Be something the student can do or can learn to do
  - Be supported by the natural environment
  - Less effortful than the target behavior
Can the student perform the replacement behavior?

- Don’t assume he or she can!
- Can they perform the behavior regularly?
- Do they know when to perform the behavior?
- How do you know they can or cannot?
- Ex. Raising your hand
  - The child can perform the action.
  - On-topic? Asking questions? Sharing stories?
Replacement Behavior Worksheet

If you answer “No” to any of the gray shaded areas, the student is not able to perform the replacement behavior.

<table>
<thead>
<tr>
<th>1. Operational definition of the replacement behavior:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
</tr>
</tbody>
</table>

<p>| 2. List all the behaviors in the definition:          |</p>
<table>
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<tr>
<th>Occurs consistently during the targeted routine/activity:</th>
<th>Occurs consistently during non-targeted routine/activity:</th>
</tr>
</thead>
<tbody>
<tr>
<td>YES</td>
<td>NO</td>
</tr>
<tr>
<td>YES</td>
<td>NO</td>
</tr>
<tr>
<td>YES</td>
<td>NO</td>
</tr>
</tbody>
</table>

| 3. Please continue if a replacement behavior is not consistently occurring during the targeted routine/activity: |

| Is there any assessment or screening that indicates the child cannot perform the behavior(s)? |
|---------------------------------------------------------------------------------------------|----------------------------------------------------------|
| **Skip question if no assessment/screening information is available.**                       | YES | NO |

| Are there any motor or other physical issues that would make it difficult for the child to perform the behavior? |
|----------------------------------------------------------------------------------------------------------------|----------------------------------------------------------|

| Does the child perform the prerequisite skill for the expected replacement behavior? For example, if the child is expected to write, can he hold a writing implement correctly? |
|----------------------------------------------------------------------------------------------------------------|----------------------------------------------------------|

| 4. Please continue if a replacement behavior is not consistently occurring during the targeted routine/activity and requires communication skills: |

| Can the child communicate his needs (e.g., ask for help when needed)? |
|---------------------------------------------------------------------|----------------------------------------------------------|

| 5. Please continue if a replacement behavior is not consistently occurring during the targeted routine/activity and requires interactions with peers: |

| Can the child interact with other children? |
|--------------------------------------------|----------------------------------------------------------|
| How long are interactions? __________________|
| If a problem ends the interaction, what is it? __________________ | YES | NO |
Function-Based Intervention Decision Model

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     - Yes
       - Do Antecedent Conditions Represent Best Practice?
         - Yes
           - Method 2: Improve the Environment
         - No
           - Method 3: Adjust the Contingencies
Evidence-based practices are INCREDIBLY important

- Provide good acoustic, visual, and technological environments in classrooms.
- The process of learning is just as important as learning the content.
- Provide direct and explicit instruction in subject areas AND communication, self-advocacy, and study skills.
- Visual resources are important to memory and learning.
- If students are to be successful in writing, they NEED TO WRITE. Often.
- Incorporate MULTIPLE opportunities to respond and MULTIPLE opportunities for meaningful interactions.
Function-Based Intervention Decision Model

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     - Yes: Method 3: Adjust the Contingencies
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4. Yes: Method 1: Teach the Replacement Behavior
Method 1:
Teach the replacement behavior

- Communication
- Social Skills
- Academic Skills
- Other

Weaknesses
Explicit Instruction

- **WARM UP**
- **I DO**
- **WE DO**
- **YOU DO**

Scaffold Instruction

**PLOUGH BACK**
Function-Based Intervention Decision Model

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   - Yes: Method 3: Adjust the Contingencies
Method 2: Improve the Environment

- Students with disabilities exhibit fewer problem behaviors when environmental conditions are manipulated to meet effective practice.

- Effective environments can prevent problem behaviors from developing.
Method 2: Improve the Environment

Management

- Developing & reinforcing classroom rules and norms
- Promoting positive peer relationships
- Nurturing positive relationships with all students

Structure

Instruction
Praise is a powerful tool for educators. When used effectively in the classroom, it can increase the social and academic performance of students, as well as improve classroom climate. Behavior-specific praise gives students specific, positive verbal feedback indicating approval of social or academic behavior. It is an evidence-based classroom management strategy that can easily be incorporated into any instructional setting!

**BSP Should Be:**
1. A description of a desired Behavior (social or academic).
2. Specific to the student or class.
3. A positive Praise statement.
WAYS TO REMEMBER TO USE BEHAVIOR-SPECIFIC PRAISE (BSP) IN THE CLASSROOM:

• Remind yourself with written prompts (e.g., on the board, on post-it notes, in your lesson plans).\(^9\)

• Create laminated cards of BSP statements and locate them in visible places throughout the classroom.\(^10\)

• Set a goal for yourself and tally the number of BSP statements you make during a lesson.\(^11\)

• Monitor your efforts by recording lessons (e.g., video, audio) to determine whether you are consistently using BSP.\(^12\)

How much BSP should you give?
A general 4:1 ratio of praise to reprimand statements is desirable. Using about 6 praise statements every 15 minutes is also recommended.\(^4\)

EXAMPLES OF BSP

• Thank you for keeping your hands to yourself, Ana!
• Great job being quiet, Joachim!
• Jaime, I like that you are sharing your materials with Mohammed.
• Great job taking turns in group discussions, class!
• Laura, excellent use of our new vocabulary word!

NON-EXAMPLES OF BSP

• Don’t touch him!
• Good job!
• Way to go!
• Stop that!
• That’s not nice! We don’t behave that way in our classroom.
Function-Based Intervention Decision Model

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4. Yes: Do Antecedent Conditions Represent Best Practice?
   - Yes: Method 3: Adjust the Contingencies
   - No: Method 2: Improve the Environment

Method: Teach the Replacement Behavior, Teach the Replacement Behavior and Improve the Environment, Improve the Environment, Adjust the Contingencies.
Method 3: Adjust the contingencies

- Attend to the behavior you WANT to see instead of what you DON’T want to see
- Reinforce the desired behavior using what you found to be the function
- IGNORE that problem behavior so you aren’t strengthening it
- Adjust the the environment to make it more likely the replacement behavior will occur
Method 3: Adjust the contingencies: Access Something

- **Attention**
  - Reward replacement behavior requests for attention
  - Ignore inappropriate behaviors displayed to access attention
  - Provide reminders that contingencies have changed

- **Activity/Tangible**
  - Provide activity or tangible for appropriate behavior
  - Ignore inappropriate behaviors
  - Provide verbal/visual reminders – “If ___, then ___”
**Method 3: Adjust the contingencies: Avoid Something**

- **Attention**
  - Remove teacher or peer attention when requested
  - Briefly redirect to replacement behavior and ignore inappropriate behavior
  - Provide reminders – “IF you want to be left alone, THEN ask.”

- **Activity/Tangible**
  - Remove the activity or tangible when requested for a set amount of time (i.e. 3 minute break)
  - Ignore inappropriate behaviors and redirect
  - Provide verbal/visual reminders
Function-Based Intervention Decision Model

1. Conduct FBA
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   - Can the Student Perform the Replacement Behavior?
     - Yes
     - No
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         - Yes
         - No
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           - Method 1 & 2: Teach the Replacement Behavior and Improve the Environment
         - Method 2: Improve the Environment
     - No
       - Method 3: Adjust the Contingencies
Always factor in...

**REINFORCEMENT**
- Always provide positive reinforcement for the replacement behavior
  - Reinforcement should be function-based

**EXTINCTION**
- Do not accidentally reinforce the target (inappropriate) behavior - ignore the behavior
- Reinforce ONLY the replacement behavior
- You may provide BRIEF redirection but be sure the brief redirection is not reinforcing the negative behavior
Application to D/HH population

- Deaf children are not hearing children who cannot hear
  - Culture of student, the teacher, the classroom, the school...
  - Checklists for effective practice
  - Interview tools
- Use of visual supports
# Intervention Examples

Tomás, Honiahaka, & Carlos

<table>
<thead>
<tr>
<th>Number</th>
<th>Name</th>
<th>Gender</th>
<th>Age</th>
<th>Grade</th>
<th>Ethnicity</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Tomás</td>
<td>M</td>
<td>7</td>
<td>2</td>
<td>Hispanic</td>
</tr>
<tr>
<td>2</td>
<td>Honiahaka</td>
<td>M</td>
<td>10</td>
<td>3</td>
<td>Native American</td>
</tr>
<tr>
<td>3</td>
<td>Carlos</td>
<td>M</td>
<td>6</td>
<td>2</td>
<td>Hispanic</td>
</tr>
</tbody>
</table>
## Tomás's Function Matrix

<table>
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<tr>
<th></th>
<th>Positive Reinforcement (Access Something)</th>
<th>Negative Reinforcement (Avoid Something)</th>
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<tr>
<td><strong>Attention</strong></td>
<td><strong>ABC Data:</strong> 1.1, 1.2, 1.3, 1.4, 1.5, 1.6, 1.7, 1.8, 1.9, 1.10, 1.11, 1.12, 1.13, 1.14, 1.15, 1.16, 1.18, 1.19, 1.20, 1.21, 1.22, 2.1, 2.2, 2.3, 2.4, 2.5, 2.6, 2.7, 2.8, 2.9, 2.10, 2.11, 2.12, 2.13, 2.14, 2.15, 2.16, 2.17, 2.18, 2.19, 2.20, 3.1, 3.2, 3.3, 3.4, 3.5, 3.6, 3.7, 3.8, 3.9, 3.10, 3.11, 3.12, 3.13, 3.14</td>
<td><strong>Teacher Interview:</strong> When he's in trouble, I move him off to the side and ask him what he did, why, and how to fix it; If he's off task but not being inappropriate, I redirect and ask him why he's not being appropriate; He LOVES socializing with anybody</td>
</tr>
<tr>
<td><strong>Tangibles/Activities</strong></td>
<td><strong>ABC Data:</strong> 1.17</td>
<td><strong>Teacher Interview:</strong> He says everything is hard, even before he starts; Says his head hurts from learning; When he’s frustrated, you’ll see him start to escalate.</td>
</tr>
<tr>
<td><strong>Sensory</strong></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Tomás’s Function-Based Interventions

1. Conduct FBA
2. Select Replacement Behavior
   - Can the Student Perform the Replacement Behavior?
     - No
     - Do Antecedent Conditions Represent Best Practice?
       - Yes
       - Method 3: Adjust the Contingencies
       - No
       - Method 2: Improve the Environment
     - Yes
       - Method 1: Teach the Replacement Behavior and Improve the Environment

- Method 1 & 2: Teach the Replacement Behavior and Improve the Environment

- Method 2: Improve the Environment
<table>
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<tr>
<th>Method Elements</th>
<th>Intervention Components</th>
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</thead>
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<tr>
<td>Teach the Replacement Behavior</td>
<td>Provide social instruction in requesting attention as well as in on-task behavior</td>
</tr>
<tr>
<td></td>
<td>Provide opportunities upon arriving in the classroom at the beginning of the day and after extended breaks from the classroom for Tomás to practice learned social skills.</td>
</tr>
<tr>
<td></td>
<td>Provide opportunities for Tomás to engage in appropriate teacher and peer interactions such as small group activities, contributing to discussions, and requesting assistance.</td>
</tr>
<tr>
<td>Improve the Environment</td>
<td>Provide classroom expectations for easy reference.</td>
</tr>
<tr>
<td></td>
<td>Provide visual supports on Tomás’s desk to remind him of expectations as they relate to social skills taught.</td>
</tr>
<tr>
<td></td>
<td>Provide a list of daily tasks.</td>
</tr>
<tr>
<td></td>
<td>Provide transition activities and/or jobs for Tomás during non-academic periods.</td>
</tr>
<tr>
<td>Reinforce</td>
<td>Provide teacher praise at a high rate to on-task behaviors.</td>
</tr>
<tr>
<td></td>
<td>Provide token reinforcement for behaviors listed on Tomás’s visual supports located on his desk at the same rate as teacher praise is delivered. After 10 tokens are earned, give Tomás a short break with the item or activity chosen from his choice menu. The choice menu should include reinforcers he identifies and opportunities for teacher and peer interaction.</td>
</tr>
<tr>
<td>Ignore Problem Behavior</td>
<td>Provide brief redirection and maintain task.</td>
</tr>
<tr>
<td></td>
<td>Coach peers to ignore inappropriate behaviors.</td>
</tr>
</tbody>
</table>
Tomás’s Visual Support System

I need to...

- Sit in my seat
- Keep my eyes on the teacher
- Do my work
- Control my body
- Ask for help when I need it
Intervals On-Task

Baseline: 22%
Intervention: 75%
Baseline: 17%
Intervention: 83%
Follow-up: 71%
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<th>Positive Reinforcement (Access Something)</th>
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| **Attention**  | **ABC Data:** 1.1, 1.3, 1.4, 1.5, 1.6, 1.7, 1.8, 1.9, 1.12, 1.13, 1.14, 1.15, 1.16, 2.2, 2.3, 2.4, 2.5, 2.6, 2.7, 2.8, 2.9, 2.12, 2.13, 2.14, 2.16, 2.17, 2.18, 2.19, 2.20, 2.21, 2.22, 2.24, 3.4, 3.5, 3.6, 3.7, 3.12, 3.13, 3.14, 3.15, 3.16, 3.17, 3.21, 3.22, 3.23  
**Teacher Interview:** He is very social; Prefers one-on-one instruction, especially when frustrated  
**Student Interview:** Likes one-on-one instruction; Likes praise from his teacher; Likes to work with his peers |  |
| **Tangibles/Activities** | **ABC Data:** 1.2, 1.10, 1.11, 2.1, 2.10, 2.11, 2.15, 2.23, 3.1, 3.2, 3.3, 3.8, 3.9, 3.10, 3.11, 3.18, 3.19, 3.20, 3.24  
**Teacher Interview:** He is off-task more when he is less motivated by the activity; Struggles with hard concepts |  |
| **Sensory**    |  |  |
Individualized Function-Based Interventions

1. Conduct FBA
2. Select Replacement Behavior
3. Can the Student Perform the Replacement Behavior?
   - Yes
   - No
   - Do Antecedent Conditions Represent Best Practice?
     - Yes
     - No
   - Do Antecedent Conditions Represent Best Practice?
     - Yes
     - No
4. Method 1: Teach the Replacement Behavior
5. Method 1 & 2: Teach the Replacement Behavior and Improve the Environment
6. Method 2: Improve the Environment
7. Method 3: Adjust the Contingencies
<table>
<thead>
<tr>
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<tbody>
<tr>
<td><strong>Teach the Replacement Behavior</strong></td>
<td>Provide social skills instruction in requesting attention in an appropriate manner as well as in on-task behavior.</td>
</tr>
<tr>
<td></td>
<td>Provide opportunities upon arriving in the classroom at the beginning of the day and after extended breaks from the classroom for Honiahaka to review and practice learned social skills.</td>
</tr>
<tr>
<td><strong>Reinforce</strong></td>
<td>Provide teacher praise at a high rate related to on-task behaviors.</td>
</tr>
<tr>
<td></td>
<td>Provide token reinforcement ($0.01 per desired behavior) for the items listed on Honiahaka’s visual support chart on his desk at the end of each academic period.</td>
</tr>
<tr>
<td></td>
<td>Review what he did well and what to improve. For items that need improvement, provide a brief reminder of how to exhibit the desired behavior. At the end of the day, allow Honiahaka to</td>
</tr>
<tr>
<td></td>
<td>trade in his penny tokens for items from the class store. The class store should include tangible reinforcers he has identified as desirable as well as opportunities for peer and teacher attention.</td>
</tr>
<tr>
<td><strong>Ignore Problem Behavior</strong></td>
<td>Provide brief redirection and maintain task.</td>
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<td>Coach peers to ignore inappropriate behaviors.</td>
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</table>
To earn money, I need to...

- Sit in my seat. $0.01
- Pay attention to my teacher. $0.01
- Do my work and check it over. $0.01
- Let my friends do their work. $0.01
- Keep hands on only what I need. $0.01
**Intervals On-Task**

Baseline: 25%
Intervention: 87%
Baseline: 31%
Intervention: 87%
Follow-up: 88%
# Carlos Function Matrix

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<td>ABC: 3.11 Teacher Interview: If behavior escalates, he will be removed from the table with his peers but not his work</td>
</tr>
<tr>
<td><strong>Tangibles/Activities</strong></td>
<td>ABC: 1.4, 2.14, 2.31, 3.5</td>
<td></td>
</tr>
<tr>
<td><strong>Sensory</strong></td>
<td></td>
<td></td>
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</tbody>
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Individualized Function-Based Interventions

1. Conduct FBA
2. Select Replacement Behavior
   - Can the Student Perform the Replacement Behavior?
     - Yes
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         - Yes
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<table>
<thead>
<tr>
<th>Method Elements</th>
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</table>
| **Teach the Replacement Behavior** | Provide social skills instruction in requesting attention in an appropriate manner, turn-taking, and on-task behavior  
Provide opportunities upon arriving in the classroom at the beginning of the day and after extended breaks from the classroom for Carlos to practice learned social skills. |
| **Improve the Environment** | Provide visual supports on Carlos’s desk to remind him of expectations as they relate to social skills taught. These visual supports should include pictures of him displaying the appropriate behavior to make it more concrete.  
Provide a detailed list of task demands per subject area.  
Provide transition activities and/or jobs for Carlos during non-academic periods.  
Reduce the noise level in the classroom by delivering social lessons on turn-taking and obtaining attention appropriately to the entire class. |
| **Reinforce**               | Provide teacher praise at a high rate related to on-task behaviors.  
Provide token reinforcement for behaviors listed on Carlos’s visual supports located on his desk at the same rate as teacher praise is delivered. After 5 tokens are earned, give Carlos an identified tangible reinforcer (i.e. fruit snack) along with one classroom dollar. After he earns 10 classroom dollars, let Carlos exchange his earnings for 1:1 time with the teacher during an appropriate identified time. |
| **Ignore Problem Behavior** | Provide brief redirection, one time, and maintain task while ignoring undesired behaviors.  
Coach peers to ignore inappropriate behaviors. |
I need to...

- Sit in my seat
- Keep my eyes on the teacher
- Do my work
- Control my body
- Ask for help when I need it
**Intervals On-Task**

- **Baseline**: 24%
- **Intervention**: 86%
- **Baseline**: 26%
- **Intervention**: 88%
- **Follow-up**: 85%

![Graph showing intervals on-task over different phases with corresponding percent values.](chart.png)
## Social Skills Improvement System

<table>
<thead>
<tr>
<th>Scale</th>
<th>Tomás</th>
<th></th>
<th>Honiahaka</th>
<th></th>
<th>Carlos</th>
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For slides or additional information, please email me!

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