

# HLP 10

## Conduct functional behavioral assessments to develop individual student behavior support plans

- Consider the five classic functions of behavior when trying to determine why a student is demonstrating a specific problem behavior. Those five functions of behavior are:
  - a. **Social Attention/Communication** (positive social reinforcement)
  - b. **Access to tangibles or preferred activities** (material or activity reinforcement)
  - c. **Escape, delay, reduction, or aversive tasks or activities** (negative reinforcement)
  - d. **Escape from or avoidance of other individuals** (negative social reinforcement)
  - e. **Internal stimulation** (automatic or sensory reinforcement)
- **Ensure that all essential components of an FBA are included in this assessment process. These components are (Hirsch et al., 2017):**
  - **A clear description of problem behavior;**
  - **Identification of events, times, and situations that predict the behavior(s);**
  - **Identification of the consequences that maintain the problem behaviors;**
  - **A hypothesis regarding events that prompt and support the problem behavior; and**
  - **Collection of direct observation data that support the hypothesis.**
- Apply the Antecedent-Behavior-Consequence (A-B-C) model when developing a hypothesis statement within an FBA.
- **Analyze data collected through the FBA, select an appropriate replacement behavior based upon the function of the problem behavior, and develop an individualized BSP.**
- Explicitly teach and reinforce the selected appropriate replacement behavior to the student.
- **Incorporate environmental modifications within the student's BSP to prevent reoccurrence of the problem behavior(s).**
- Incorporate environmental modifications within the student's BSP to make the replacement behavior more effective and efficient than the problem behavior, thereby increasing likelihood of the student using the replacement behavior.
- **Collect data and monitor the student's progress with the current BSP, meeting with key stakeholders to adjust or continue intervention planning as needed.**

### Tips for Faculty to Support Candidate's Learning and Enactment

**Introduce** – Share video that describes and provides examples of each of the classic functions of behavior; watch video or provide explicit instruction in the essential components of an FBA.

**Prepare** – Provide candidates with examples and nonexamples of hypotheses statements and ask them to analyze for application of the A-B-C model; Given case studies describing student behavior, ask candidates to identify appropriate replacement behaviors.

**Enact** – Provide opportunities for candidates to collect observational data and contribute to progress monitoring meetings and discussions.

**Analyze** – Video record candidates explaining and modeling replacement behaviors to students, watch with candidate, and provide feedback.

## Questions to Prompt Discussion, Self-Reflection, and Observer Feedback

- What are some examples of appropriate replacement behaviors that satisfy the 5 classic functions of behavior?
- Why is considering and making environmental modifications when developing and implementing a BSP essential?
- In what ways does this HLP align with the collaboration and assessment HLPs (HLPs 1-6)?
- Why should school leaders encourage and promote a team-oriented approach to conducting and implementing FBAs and BSPs?

## **CEC Standards**

### **CEC Initial Practice-Based Professional Preparation Standards for Special Educators (Initial K12)**

Alignment of the CEC High Leverage Practices with CEC Initial Practice-Based Professional Preparation Standards for Special Educators (Initial K12).

### **Initial Practice-Based Professional Preparation Standards for Early Interventionists/Early Childhood Special Educators (EI/ECSE)**

Alignment of the Division of Early Childhood Recommended Practices (birth- age 5) and CEC High Leverage Practices (age 5-8) with the Initial Practice-Based Professional Preparation Standards for Early Interventionists/Early Childhood Special Educators (EI/ECSE).

## **Books**

Berlinghoff, D. & McLaughlin, V.L. (Eds.) (2022). Practice-Based Standards for the Preparation of Special Educators (The Purple Book). Council for Exceptional Children

McLeskey, J., Barringer, M-D., Billingsley, B., Brownell, M., Jackson, D., Kennedy, M., Lewis, T., Maheady, L., Rodriguez, J., Scheeler, M. C., Winn, J., & Ziegler, D. (2017, January). High-leverage practices in special education. Arlington, VA: Council for Exceptional Children & CEEDAR Center.

McLeskey, J., Maheady, L., Billingsley, B., Brownell, M. T., & Lewis, T. J. (Eds.). (2022). High leverage practices for inclusive classrooms. Routledge.

Pennington, R., Ault, M. J., Courtade, G., Jameson, J. M., & Ruppard, A. (Eds.). (2022). High leverage practices and students with extensive support needs. Taylor & Francis.

## **Journal Articles**

Hayes, L. (2021). Strengthening Intensive Intervention Preparation: A Guide for Teacher Preparation Faculty. National Center on Intensive Intervention.

Maheady, L. J., Patti, A. L., Rafferty, L. A., & del Prado Hill, P. (2019). School-university partnerships: One institution's efforts to integrate and support teacher use of high-leverage practices. *Remedial and Special Education*, 40(6), 356-364.

Rivera, M. O., & McKeithan, G. K. (2021). High-leverage social, emotional and behavioural practices for students with disabilities in inclusive settings. *Educational Review*, 73(4), 436-450.