



Behavioral Function: *It's not just for Tier 3*

*M. Kathleen Strickland-Cohen, Ph.D., BCBA-D
(she/her)*



Acknowledgements

- Sarah Pinkelman, PhD, BCBA-D
- Kelsey Morris, Ed.D.
- Dylan Zimmerman, M.Ed., BCBA, LBA



A group of diverse young children, including a girl in a red and white checkered shirt, are gathered around a laptop, looking at the screen with interest. The background shows a bookshelf with various books.

Objectives

- Following our session, attendees will...
 1. Define and describe behavioral function
 2. Describe the utility of, and rationale for, considering function across all tiers of support
 3. Provide examples of contextually appropriate function-based behavior support at Tier 3, Tier 2, and Tier 1
 4. Identify functional skills that all students need to be successful

A photograph of a teacher and four young students of diverse backgrounds gathered around a tablet computer in a classroom. The teacher, a woman with blonde hair, is smiling and pointing at the screen. The students, including a girl in a red and white checkered shirt, are looking intently at the device. Bookshelves are visible in the background.

Agenda

- Terms
 - Function of behavior
 - Function-based thinking
 - Functional skills
- Function at Tier 3
- Function at Tier 2
- Function at Tier 1
- Questions

Remember, student behavior...

- Is learned
- Is a way the student is getting their needs met
- Is valid for the student
- Happens for a reason; is not random
- Is communication
- Result of skill deficits

Behavioral Function

- We will be discussing behavioral function in three ways:
 - Function of behavior
 - Function-based thinking
 - Functional skills



Function of Behavior

“Why” the student is engaging in the behavior

- The reinforcement that follows behavior

Positive reinforcement

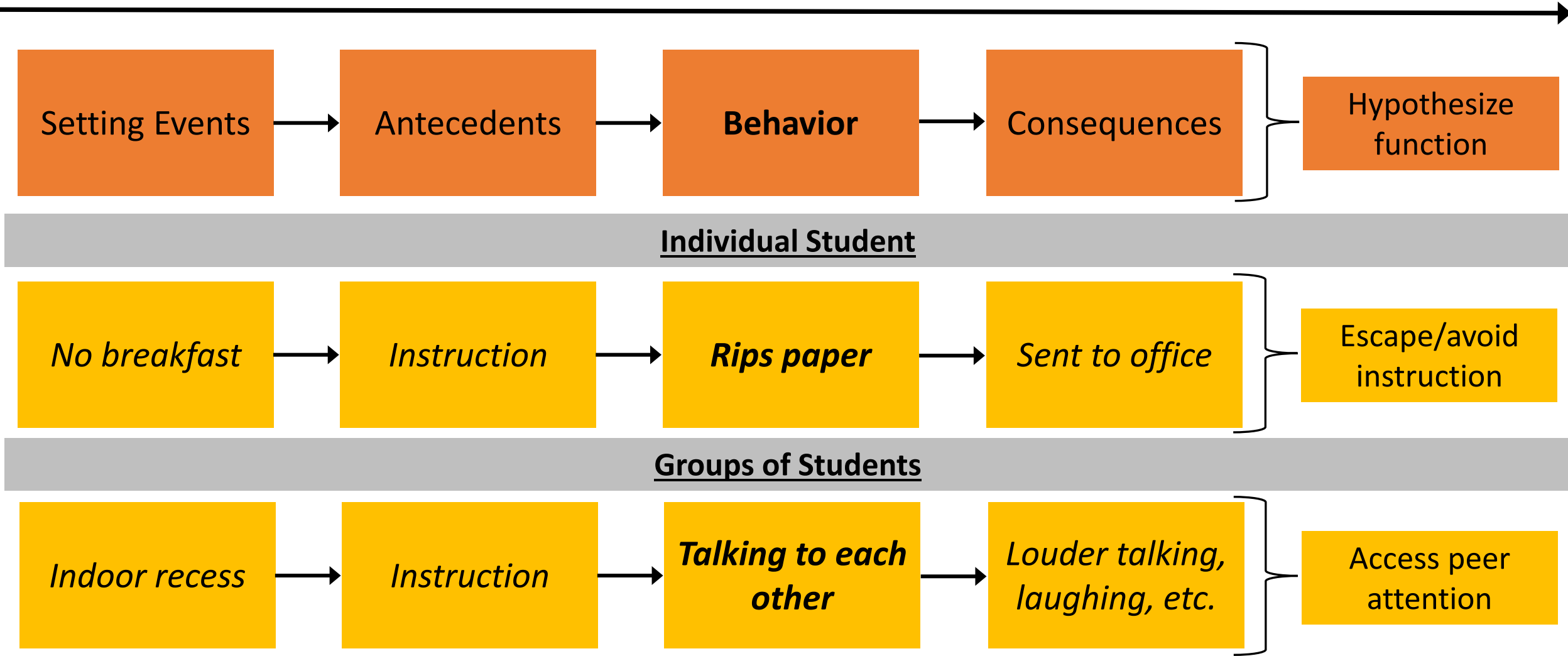
- E.g., access preferred or necessary items, activities, people, sensory stimulation

Negative reinforcement

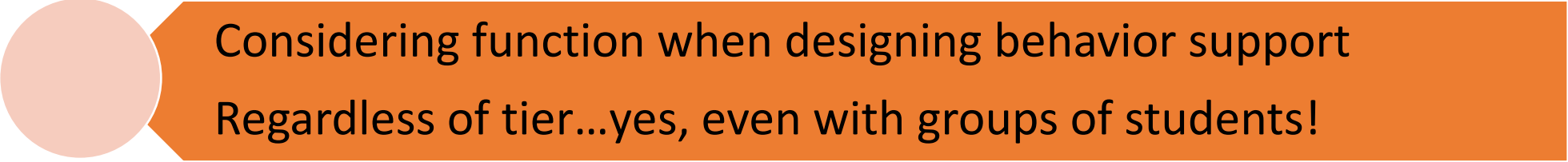
- E.g., escape or avoid tasks, activities, social interaction, sensory stimulation

We hypothesize the function of a behavior by observing patterns in environmental events that happen before and following its occurrence.

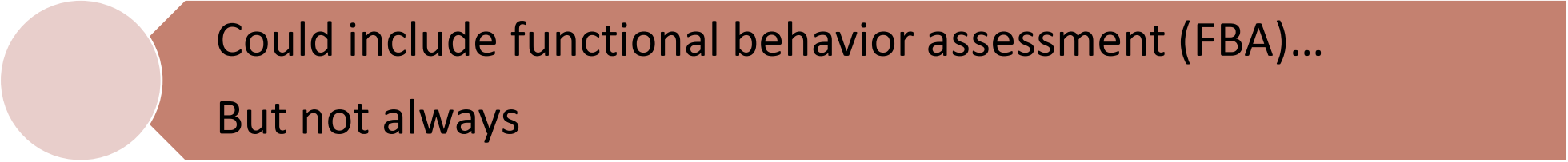
Time



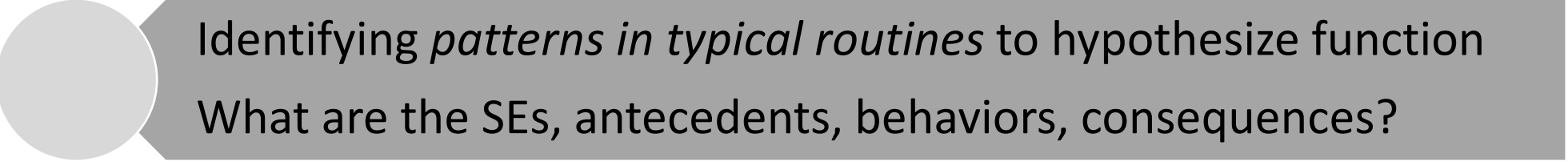
Function-based Thinking

An orange callout box with a circular shape on the left side. The text inside is black.

Considering function when designing behavior support
Regardless of tier...yes, even with groups of students!

A brown callout box with a circular shape on the left side. The text inside is black.

Could include functional behavior assessment (FBA)...
But not always

A grey callout box with a circular shape on the left side. The text inside is black.

Identifying *patterns in typical routines* to hypothesize function
What are the SEs, antecedents, behaviors, consequences?

Note. Prior literature has used the term function-based thinking (e.g., Borgmeier, 2017). We use the term slightly differently to emphasize the consideration of function at T1 and T2.

Functional Skills

Skills we need to successfully navigate life!

Skills that relate to primary functions

E.g., asking for a break, appropriately gaining attention from friends and loved ones, etc.

Rather than wait for interfering behavior to develop, teach skills to prevent!

Teaching skills to enhance Quality of Life

Goals of PBS (Carr et al., 2002; Risley, 1996)

We should consider function across All tiers of support because...

- Behavior that interferes with learning occurs at all tiers
 - Although not as severe/chronic at T1 and T2
- Function-matched support can increase effectiveness of T1 and T2
 - Enable students receiving T3 to be more successful in less restrictive environments
- All students need functional skills
 - Learning these skills can prevent interfering behavior from developing





Behavioral Function at Tier 3



Functional Behavioral Assessment (FBA)

- For students with persistent challenging behavior that has not been (or cannot be) sufficiently addressed by Tier 2 support we use FBA to create individualized behavior support plans.
- We gather A-B-C information from:
 - The student and those who know them best (e.g., teachers, family members)
 - Direct observations of behavior in context
- We use FBA data to identify:
 - The function the challenging behavior serves for the student
 - The conditions under which challenging behavior does not occur
 - Functional reinforcers for desired behavior

FBA: Becoming an Investigator

- Prevention
 - When is the behavior most likely to occur?
- Teaching
 - What skills is the student missing?
- Reinforcement
 - What happens after the problem behavior? How can I understand how to help the student successfully meet their needs?



Behavior Support Planning

- The result of FBA should be an Individualized behavior support plan with strategies designed to:

PREVENT

- Eliminate or neutralize setting events
- Eliminate or modify antecedent triggers
- Prompts for desired behavior

TEACH

- Functional replacement behavior
- New skills needed to access natural reinforcers

REINFORCE

- Dense schedule of reinforcement for use of replacement behavior and new skills
- Minimize reinforcement for challenging behavior

FBA in Schools: What the Research Tells Us

- For students who require Tier 3 support, function-based intervention is key to effectively decreasing intense and persistent challenging behavior (Cho & Blair, 2017)
- Function-based behavioral interventions shown to improve the effectiveness and efficiency of behavior support for students with and without disabilities who exhibit a wide range of challenging behaviors

(Blair, 1999; Carr et al., 1999; Borgmeier et al., 2019; Cho & Blair, 2017; Epstein et al., 2008; Ingram et al., 2005; Newcomer & Lewis, 2004; Strickland-Cohen et al., 2016)

What the Research Tells Us, cont'd

- Growing body of research showing that individualized FB support can be effectively designed and implemented by school-based personnel to address non-dangerous behaviors

(Badgett, Strickland-Cohen, & Schwartz, under review; Crone, Hawken, & Bergstrom, 2007; Dukes, Rosenberg, & Brady, 2007; Loman & Horner, 2014; Maag & Larson, 2004; Renshaw et al., 2008; Scott, Nelson, & Zabala, 2003; Strickland-Cohen & Horner, 2015)

The challenge we face in schools is not in finding what works, but in implementing what works.

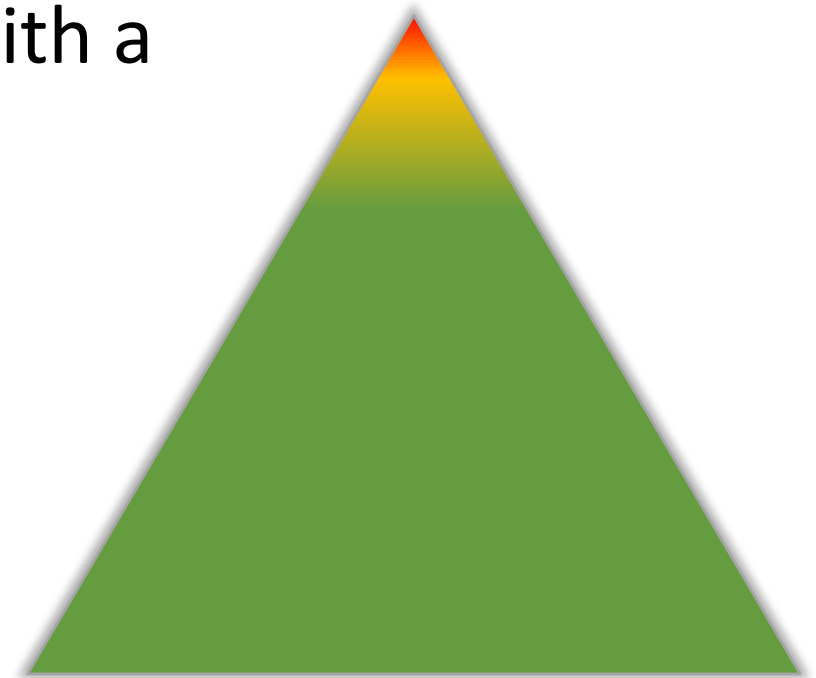
Fixsen et al., 2005

Research-to-Practice Gap

- In typical practice we often employ our most effective tools only when behavior has become severe/dangerous
 - FBA/BSP used as a “last resort” and only for students with IEPs (Borgmeier et al., 2019)
- Students who engage in persistent, lower-intensity behavior are more likely to receive less effective punitive/exclusionary practices (e.g., reprimands, ODRs, suspensions; Mitchell & Bradshaw, 2013)

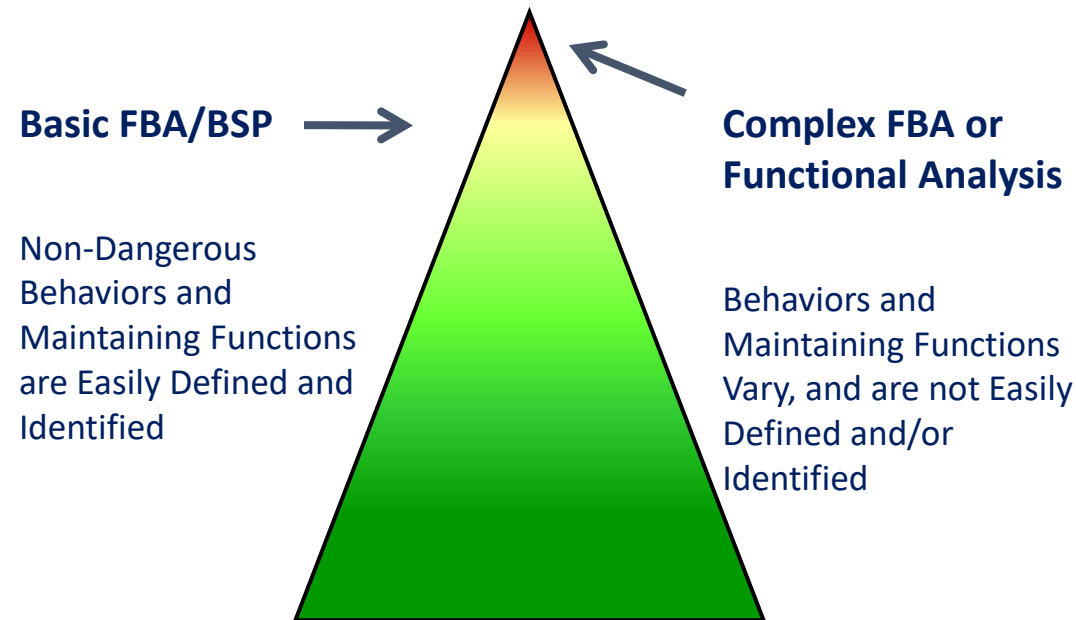
The Logic Behind Multi-Tiered Behavior Support

- SWPBIS creates a school climate that supports the appropriate academic and social behavior of ALL students with a focus on:
 - **PREVENTION**
 - **EARLY INTERVENTION**



Proactive Function-Based Support at Tier 3

- Many of problem behaviors that Tier 3 teams encounter do not require comprehensive FBA-BSP
- Using streamlined FBA-BSP procedures that “match” the level and intensity of problem behavior



Find Out More

- www.pbis.org

Lead Authors:

Kathleen Strickland-Cohen

Chris Borgmeier



TIER 3 BRIEF FUNCTIONAL BEHAVIOR ASSESSMENT (FBA) GUIDE

CENTER ON PBIS

January 2022

Basic FBA to BIP

HOME & MODULES ▾

BASIC FBA TO BIP OVERVIEW ▾

PLANNING FOR EFFECTIVE USE ▾

FORMS & RESOURCES ▾

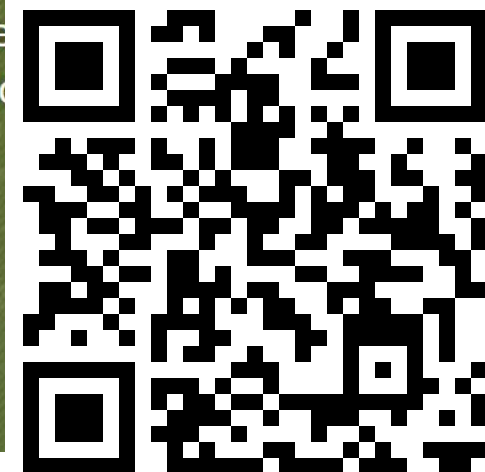
ABOUT US ▾

Basic FBA to BIP

Welcome! Use the buttons below to take you to the training modules. The Behavior Specialist Training includes all 7 modules and is for those who will be the leading behavior support efforts in the school. The School-wide Training consists of two modules for all staff in the school. The top navigation bar will provide you with information on how to most effectively use these training resources and don't miss the blog below.

BEHAVIOR SPECIALIST TRAINING

SCHOOL-WIDE TRAINING



District Behavior Support Specialist

Train and coach PBIS at Tiers 2 & 3

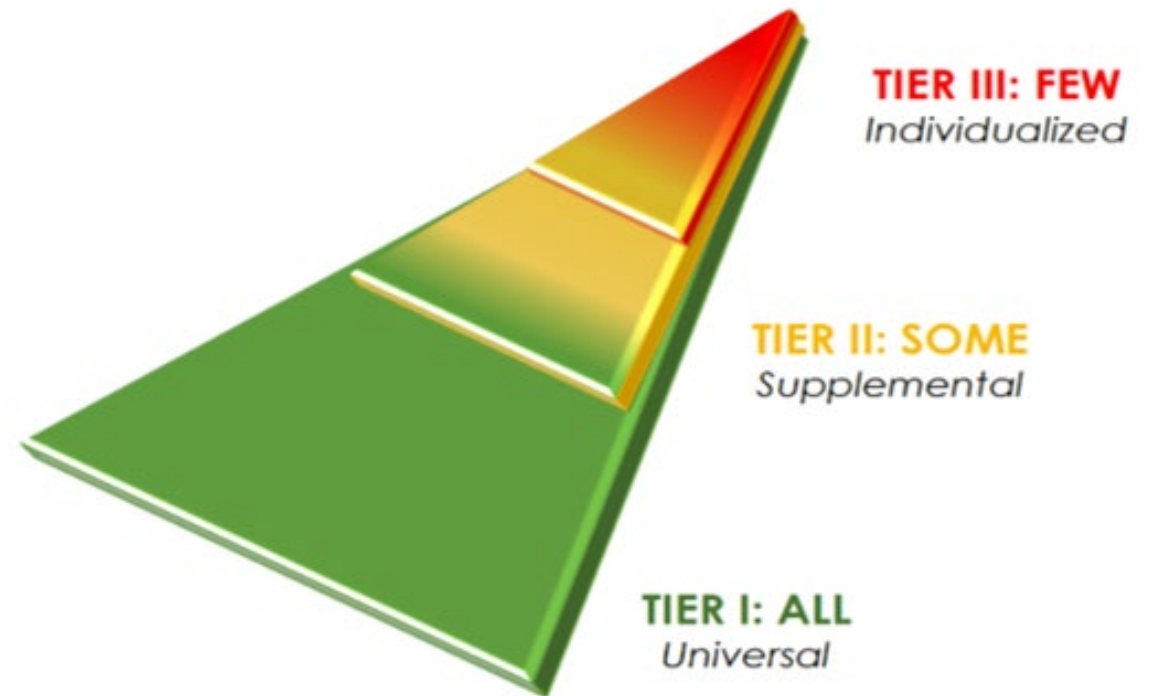
Support Teams building behavior support plans from Assessment information

Train 1-3 people per school to conduct "basic" FBA/BSP

School-wide training: Increase Staff Knowledge of Behavior & Function

Building a Seamless Continuum of Support

- All staff trained in FB thinking
- Advanced tiers explicitly linked to universal expectations, practices, and systems to support
 - Inclusion
 - Generalization
 - Fading

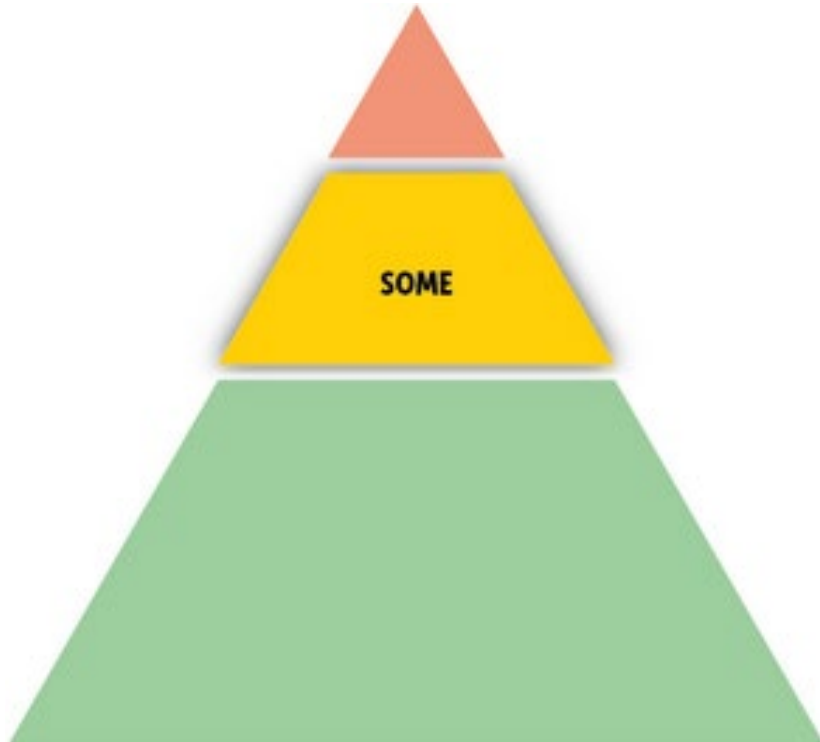




Behavioral Function at Tier 2



Purpose of Tier 2



Targeted interventions

- Increased structure, instruction, and prompts
- Additional opportunities to practice expected behavior and receive feedback
- Efficient with minimal teacher effort
- Available to any student at any time
- Support students before Tier 3
- **Function-based**

Why think functionally at Tier 2?

- To improve effectiveness

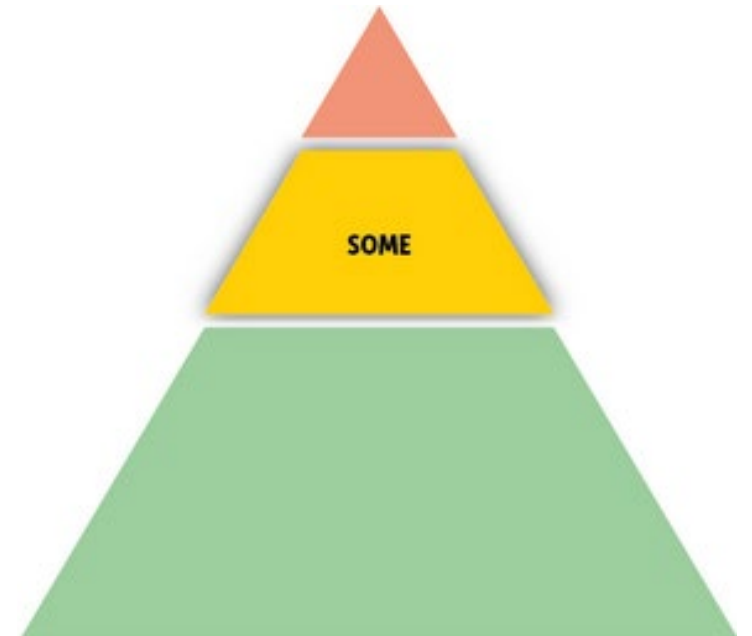
- Improve when not effective (Campbell & Anderson, 2008; McIntosh et al., 2009)

- To be Student-Centered

- Behavior communicates a need
- Not just behavior reduction (Carr et al., 2002; Risley, 1996)

- No reason not to! Efficient options available

- Interview/survey tools
- Brief observations
- Hypothesis confirmed through data-based decision making



Why think functionally at Tier 2?

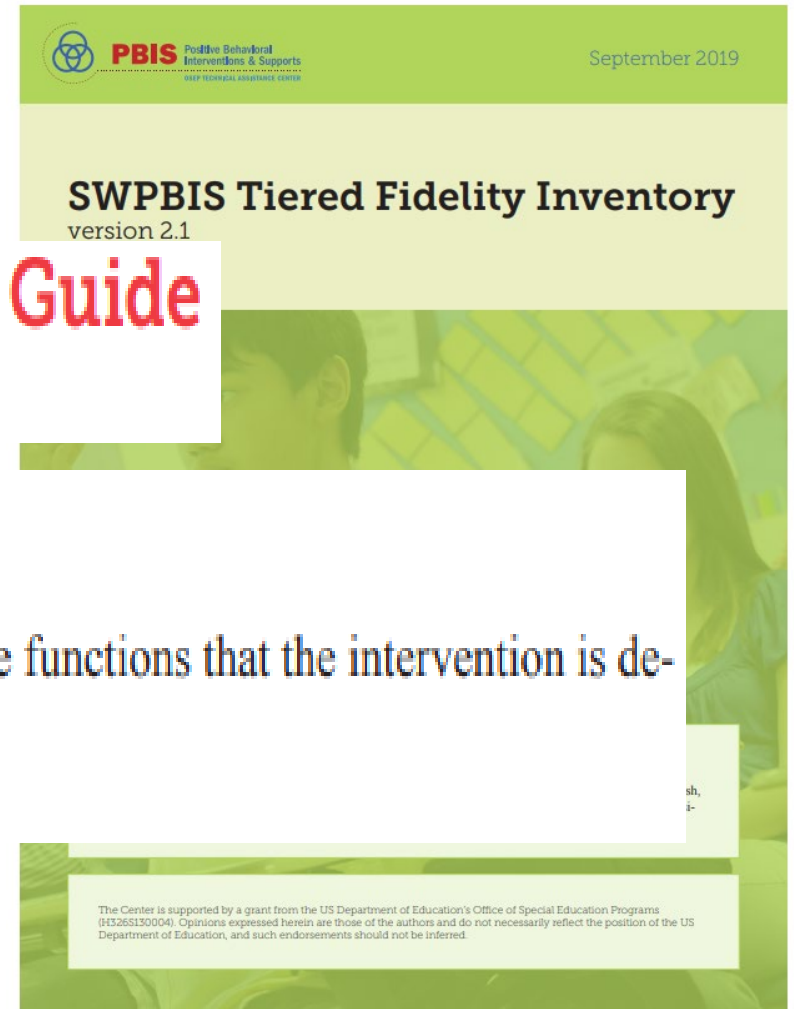
- The TFI Tells Us So

Appendix B: Targeted Interventions Reference Guide

A Reference Guide for Function-Based Support Options (Horner & Todd, 2002)

Instructions

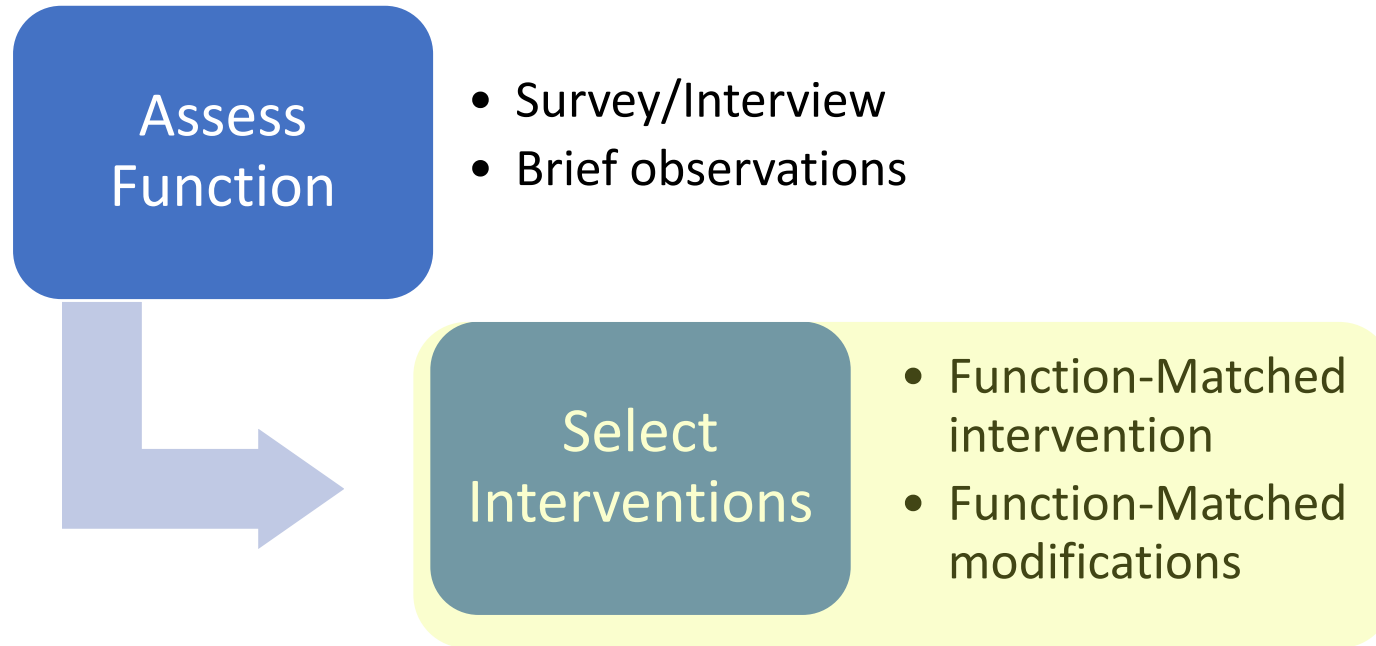
List the targeted interventions that are available in your school. Identify the possible functions that the intervention is designed to deliver by putting an X in the cell of the matrix.



Function at Tier 2 – TFI

Targeted Intervention	Check in, Check out	Social Skills Club	Reading Buddies	Homework Club	Lunch Buddies
Access to Adult Attention	Access Attention				
Access to Peer Attention					
Access to Choice of Alternatives/Activities	Access to Items or Activities		Avoid Activities		
Option for Avoiding Aversive Activities					
Option for Avoiding Aversive Social Peer/ Adult Attention	Avoid Attention				
Structural Prompts for 'What To Do' Throughout the Day	yes	yes			
At Least 5 Times During the Day When Positive Feedback is Set Up	yes				
A School-Home Communication System	Access Attention				
Opportunity for Adaptation into a Self-Management System					

Assessing and Designing T2 Interventions



- www.basicfba.com

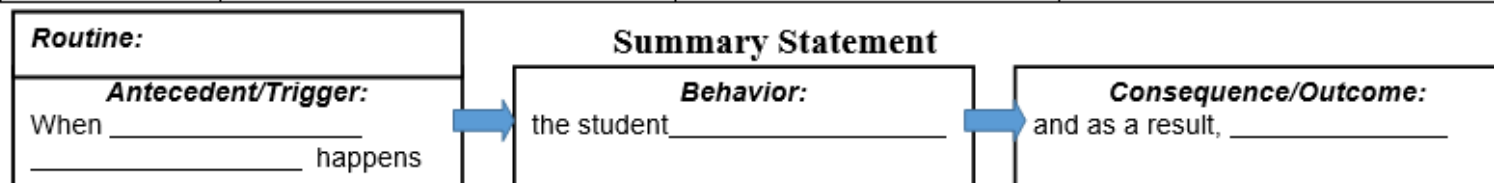
→ Forms & Resources

ABC Tracker

Student _____ Staff _____ Dates _____

Identify a student with recurring challenging behavior. Focus on a single routine (see Part A to identify and prioritize a routine) and track occurrences of the problem behavior during the prioritized *routine (subject or time of day)*. Each time a problem behavior occurs during this routine over the next weeks document the A-B-C sequence. Use the data collected to identify patterns or trends across occurrences to form a **Summary Statement** describing the student's behavior below.

Prioritized Routine/ Subject/ Activity (see p. 1) →		Time of Day:	Start time: End time:
Date/Time	When... (Antecedent)...happens	The student.... (Behavior)	And as a result.... (Consequence)
Example Date: Feb 8 Time: 10:25	Asked to complete worksheet (multi-digit multiplication & work problems) independently	Verbally refuse to work, say "This is stupid", wander room & make negative comments	Teacher will leave student alone & students gets to avoid difficult task/worksheet
<u>1st Incident</u> Date: Time:			
<u>2nd Incident</u> Date: Time:			
<u>3rd incident</u> Date: Time:			
<u>4th incident</u> Date: Time:			
<u>5th incident</u> Date: Time:			

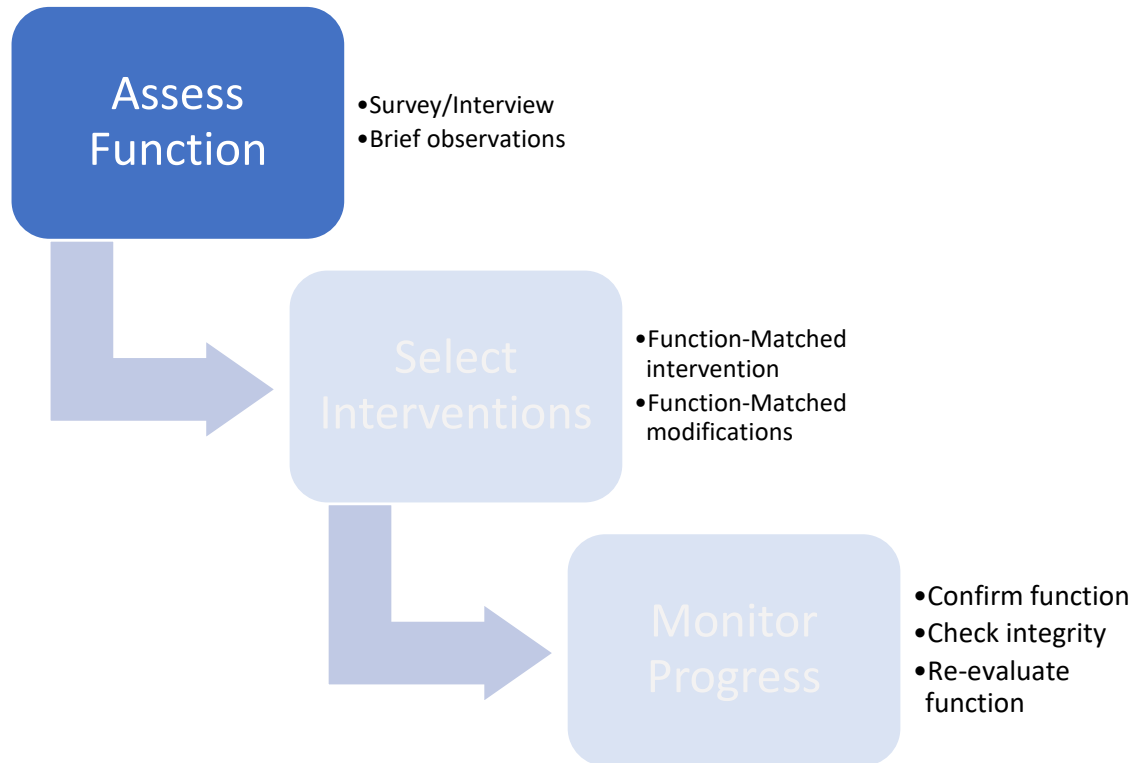


Therefore, I believe the function of the behavior is to **get / avoid** _____.
(Circle one) (detail what is obtained or avoided)

Selecting Function-Based Interventions

- Remember, our goal at Tier 2 is to increase opportunities for:
 - Skill building
 - Practice
 - Access to reinforcement
- Considering student motivation helps us identify powerful reinforcers

Step 1: Assess for Function



Hypothesized Function:

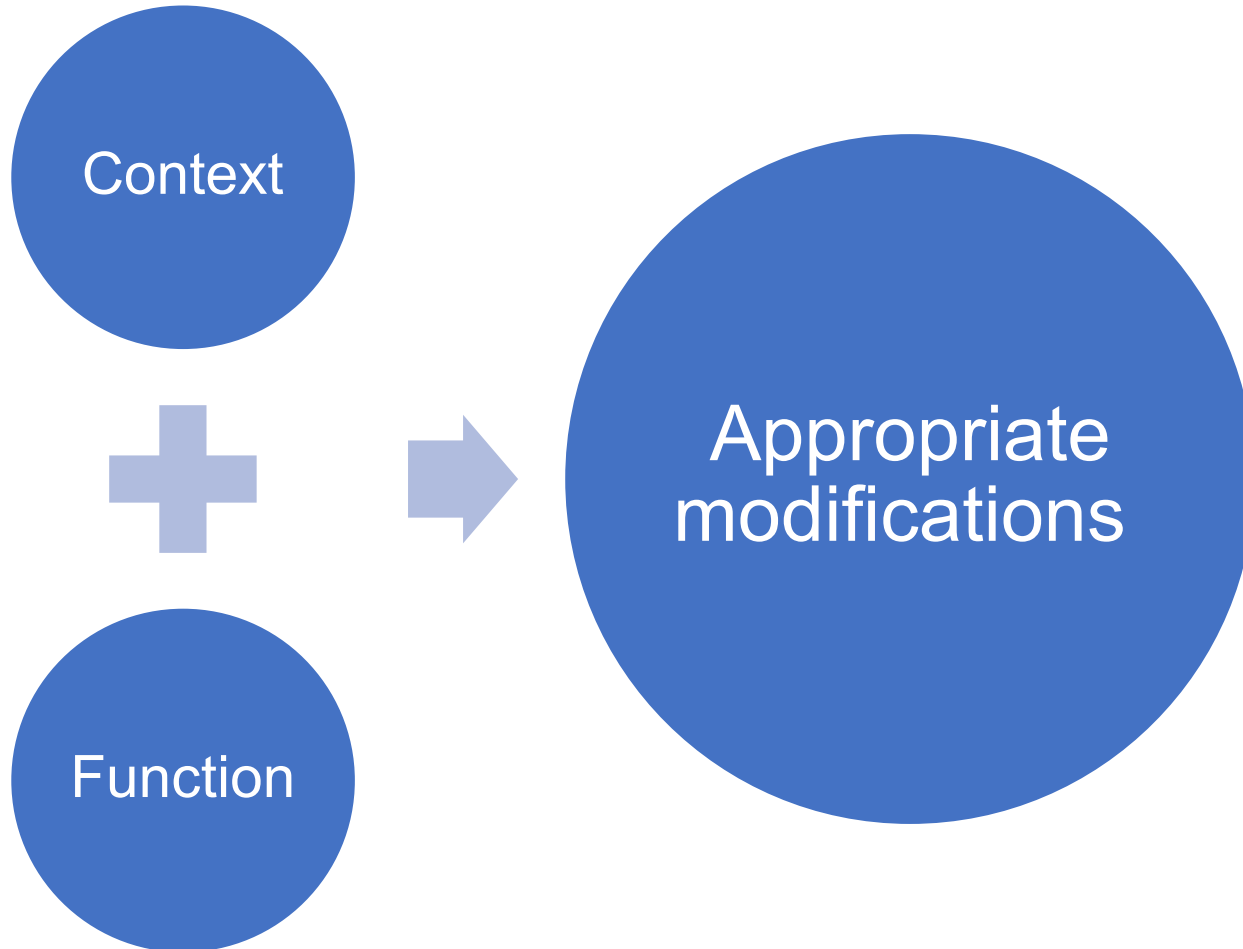
**Access
Attention/
Connection with
Adults**

Function-Based Classroom Interventions

Context - Timing and Format				
		Prevention	Teaching	Consequence
Function	Access Adult Attention	Teacher provides frequent non-contingent attention (e.g., praise, proximity, eye contact, thumbs-up)	Teach student to raise hand to request help from staff Increase tolerance for waiting behavior	Teacher acknowledges hand raises Frequent teacher attention when completing work/on task Rewards include activities with teacher and other adults in the school

Modifying Standardized Tier 2 Interventions

Selecting Intervention Modifications



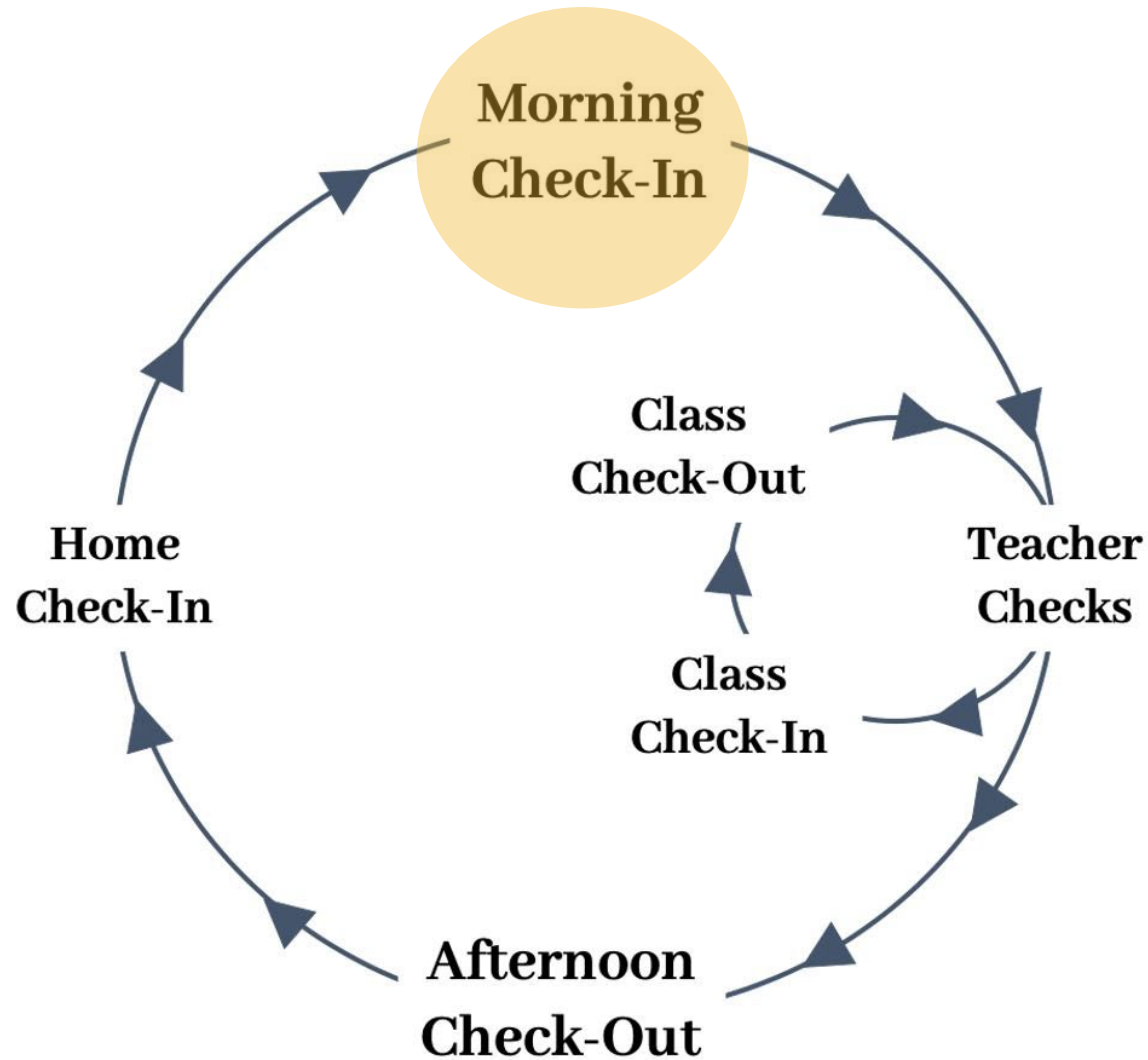
Check-in/Check-out (CICO)

- Check-in/Check-out (CICO) is a standardized Tier 2 Intervention that provides students with a regular cycle of prompts and positive feedback from teachers and family members for meeting behavioral expectations.

Hawken, Crone, Bundock & Horner, 2021



The CICO Cycle: Morning Check-in



Morris, Power, & Mitchell, 2019



“Hi Destiny! I’m so happy you’re here. I just know you are going to have a great day! Let’s take a quick look at your goals are for the day.”

Check-In / Check-Out

Student Name: _____ Today's Date: ____/____/____

Today's Goal: _____% Student Signature: _____

Morning Check-In	
<input type="checkbox"/>	Student checked in
<input type="checkbox"/>	Positive greeting
<input type="checkbox"/>	Reminder for expectations & daily goal
<input type="checkbox"/>	Student and materials ready for class
<input type="checkbox"/>	Check for communication from home

Expectations							
Expectation 1	2 1 0	2 1 0	2 1 0	2 1 0	2 1 0	2 1 0	2 1 0
Expectation 2	2 1 0	2 1 0	2 1 0	2 1 0	2 1 0	2 1 0	2 1 0
Expectation 3	2 1 0	2 1 0	2 1 0	2 1 0	2 1 0	2 1 0	2 1 0
Expectation 4	2 1 0	2 1 0	2 1 0	2 1 0	2 1 0	2 1 0	2 1 0
Expectation 5	2 1 0	2 1 0	2 1 0	2 1 0	2 1 0	2 1 0	2 1 0
Points Earned							
Teacher Initials							
WOW! Please use this space to comment on student successes.							

Scoring Guide:
 2 = Great! Always met expectations.
 1 = Ok. Partially met expectations.
 0 = Try again. Did not meet expectations.

Parent/Guardian Signature: _____

Parent/Guardian _____

Daily Goal Check

Total Pts. Earned: _____

Total Pts. Possible: _____

Percent Earned: _____%

Goal Met: Yes No

Afternoon Check-Out	
<input type="checkbox"/>	Student checked out
<input type="checkbox"/>	Verbal performance feedback
<input type="checkbox"/>	Recognition for success and/or encouragement for improvement
<input type="checkbox"/>	Home report given and reminder to share with family

Daily Progress Report (DPR)

A Systematic Review of Function-Modified Check-In/Check-Out

Journal of Positive Behavior Interventions
2019, Vol. 21(2) 77–92

© Hammill Institute on Disabilities 2018

Article reuse guidelines:

sagepub.com/journals-permissions

DOI: 10.1177/1098300718778032

jpbj.sagepub.com

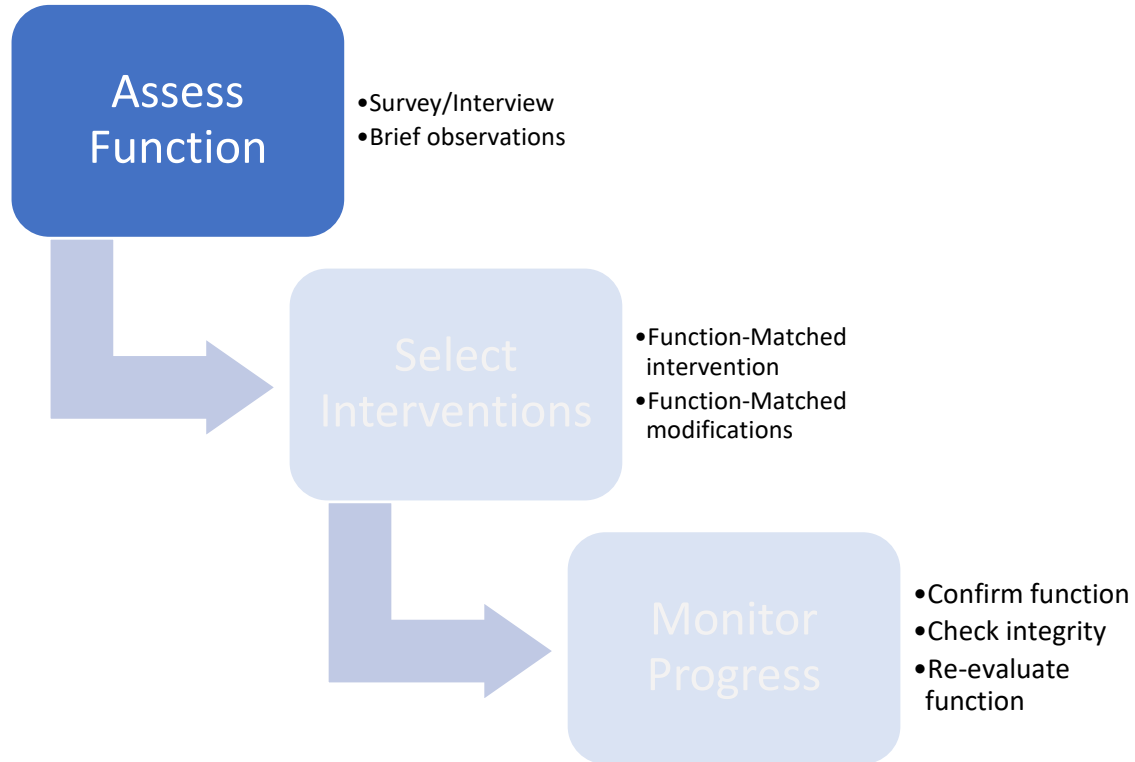


David A. Klingbeil, PhD¹ , Evan H. Dart, PhD²,
and Amber L. Schramm, MA¹

Abstract

Check-in/check-out (CICO) is widely used as a Tier 2 intervention within school-wide positive behavior interventions and supports. Evidence suggests that traditional CICO is primarily effective for students demonstrating problem behavior maintained by adult attention. A growing body of research has investigated function-modified CICO to address behaviors maintained by other consequences. The purpose of this review was to examine the evidence-base for function-modified versions of CICO to identify (a) the procedures used to assess students' behavior function and (b) the types of modifications and additions to CICO that have been empirically evaluated. We systematically reviewed 11 studies that examined the effects of function-based CICO. Researchers determined behavior function using a combination of direct observations and indirect assessments. These methods were more involved than a brief behavior screening. The modifications and additions to traditional CICO included changes that were functionally relevant and functionally independent. Based on the results of this review, more research is needed before function-based CICO can be considered an evidence-based practice. Moreover, the extent to which educators can implement function-based CICO without researcher support is also unknown. The implications of this review are discussed in terms of future research and practice.

Step 1: Assess for Function



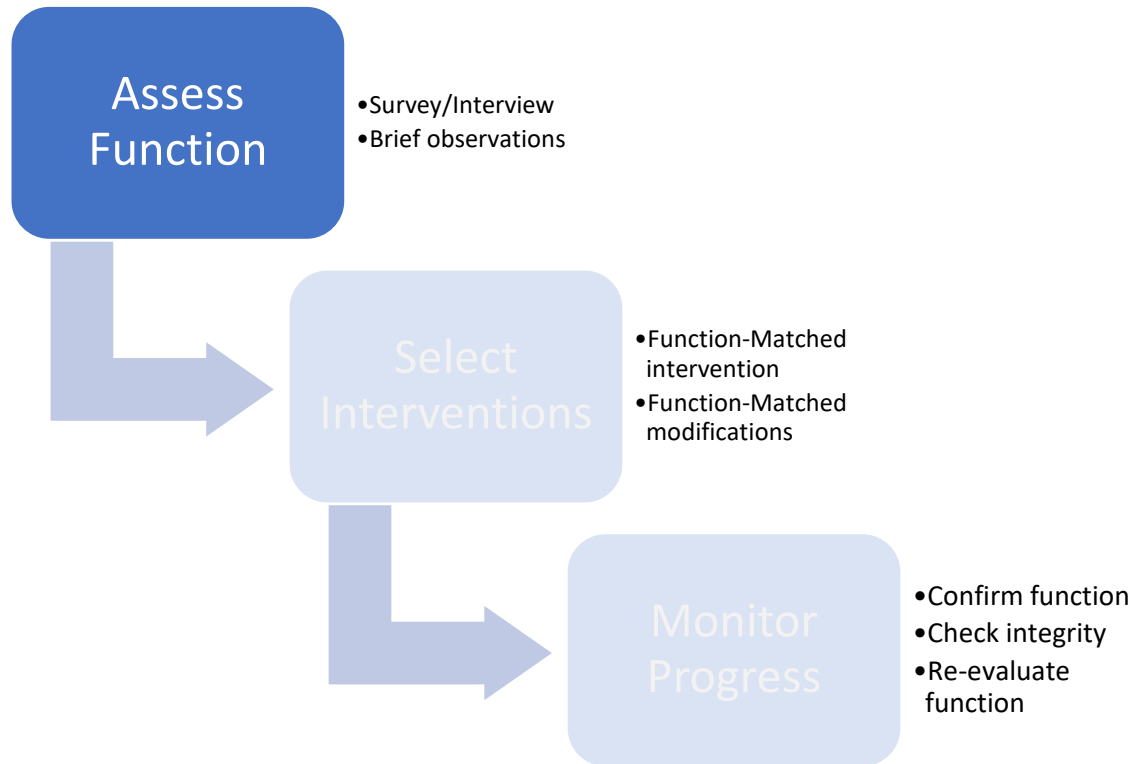
Hypothesized Function:

**Escape from
Academic
Demands**

Modifying CICO: Escape

	Antecedent Modifications	Teaching Modifications	Consequence Modifications
Escape from Demands	<ul style="list-style-type: none">• Embed prompts for break requests into CICO or similar tracker*• Embed prompts for break requests into the classroom• Provide verbal prompts for break requests*• Modify amount or difficulty of work*• Provide opportunity to bring work home*• Allow student to sit next to helpful peer*• Precorrection: Remind student of expectations prior to challenging periods, or of homework prior to going home*• Provide time in school to complete homework	<ul style="list-style-type: none">• Teach routines around requesting a break*• Teach responses to teacher giving or denying a break*• Teach study skills*	<ul style="list-style-type: none">• Earn free time after completing work*• Link daily goal and points earned to work completion*• Reward choices include options to reduce work (e.g., homework pass, leave class early pass, break opportunities)

Step 1: Assess for Function



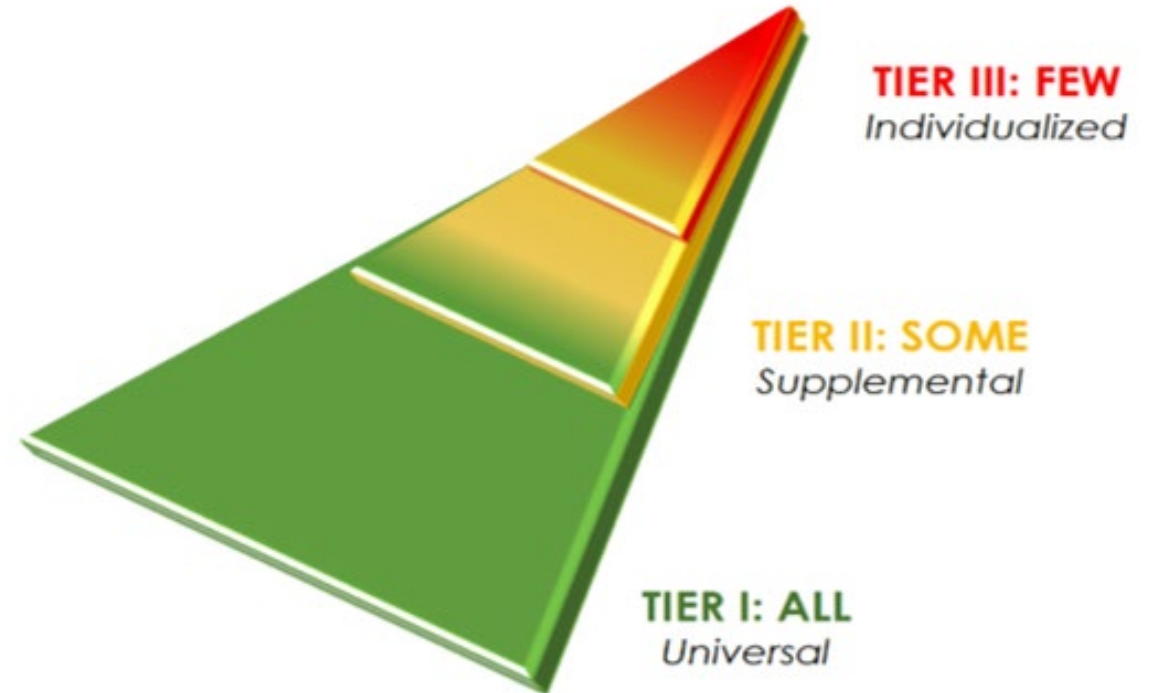
Hypothesized Function:
**Access to Peer
Attention**

Modifying CICO: Attention from Peers

Peer Attention	<ul style="list-style-type: none">• Scheduled peer interactions (e.g., social activities) prior to challenging periods• Change seating to minimize access to distracting peers*• Interrupt and redirect peer responses to student problem behavior*	<ul style="list-style-type: none">• Teach peers to ignore each other's distracting behavior (e.g., how to respond to peer talking off-topic)• Teach request for peer-tutor or partner work*	<ul style="list-style-type: none">• Invite a peer to daily check-out/end of day reward if goal is met*• Increase frequency of reward delivery (mid-day and afternoon)*• Seat next to preferred peer during lunch*• Seat next to preferred peer during class*• Use of the Good Behavior Game or similar interdependent group contingency during class*
-----------------------	---	--	---

Building a Seamless Continuum of Support

- All staff trained in FB thinking
- Advanced tiers explicitly linked to universal expectations, practices, and systems to support
 - Inclusion
 - Generalization
 - Fading





Behavioral Function at Tier 1



Remember

Behavior is functionally related to the teaching environment.





Teaching Environment

- Environments that produce learning
 - Include a core set of research-validated T1 practices
 - Implemented with consistency and fidelity



Functional Skills

Skills we need to successfully navigate life!

Skills that relate to primary functions

Rather than wait for interfering behavior to develop, teach skills to prevent!

Goals of PBS (Carr et al., 2002; Risley, 1996)

The Big Four

Functional skills to prevent behavioral challenges

(Ala'i-Rosales et al., 2019)



“Safely, effectively, and respectfully **communicating wants, needs, likes, and dislikes** in a way that is understood by others and do not result in harm to self or others.”



“Safely, effectively, and pleasantly **gaining the attention and affection of others** in ways that are understood by others and do not offend or hurt other.”



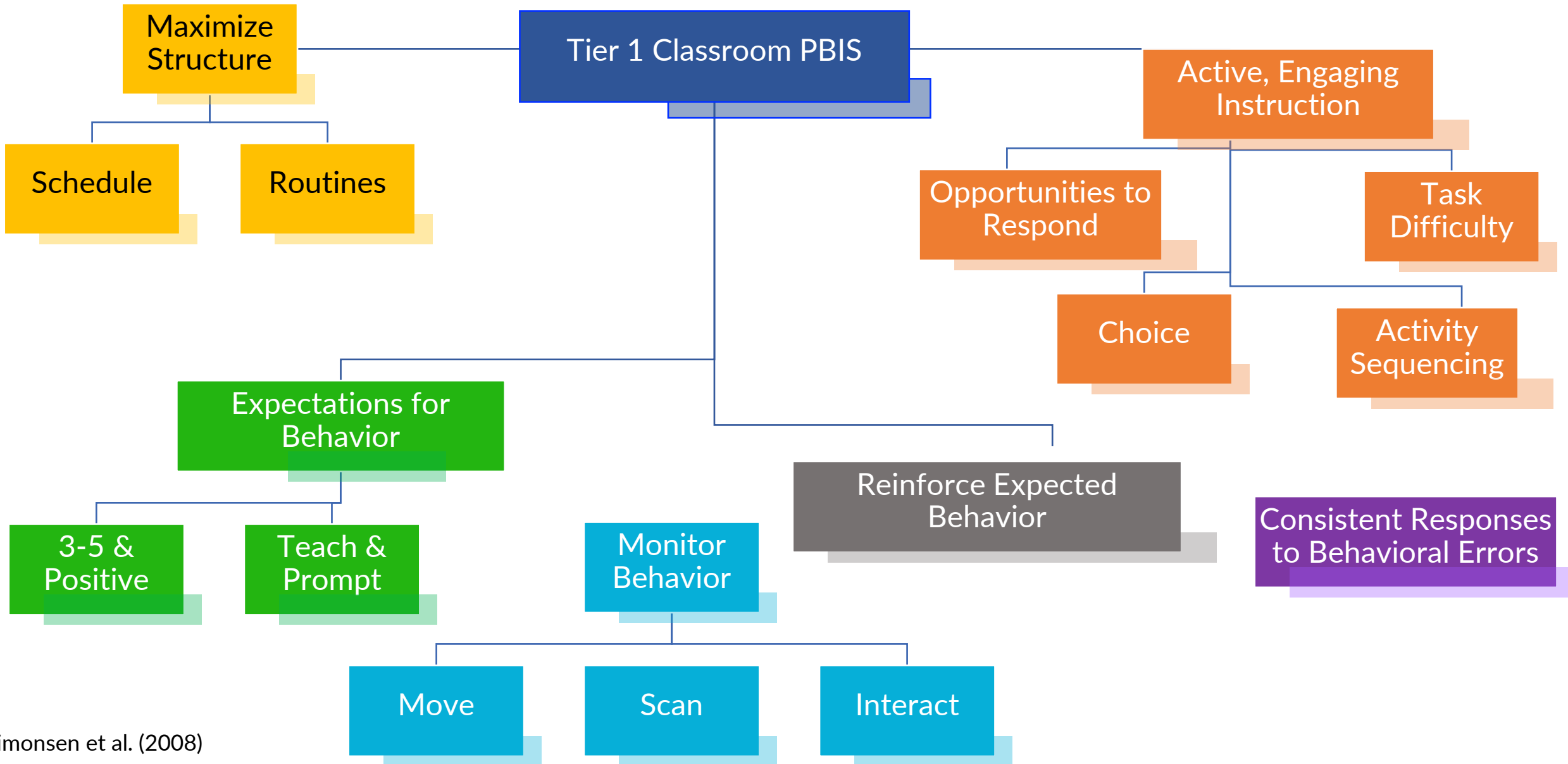
“Joyfully **engaging in activities alone and with others** in ways that increase in number, duration, and complexity and do not cause harm to self or others.”



“Safely, effectively, and diplomatically, **coping with, tolerating, and accommodating adversity** in situations that are in the child’s best interest over the long term.”

PREVENT BEHAVIORAL CHALLENGES

Research-Validated Best Practices at T1



Routines & Procedures

1

Active Supervision

5

Expectations & Rules

2

Opportunities to Respond

6

Encourage Expected Behavior

3

Activity Sequencing + Offering Choice

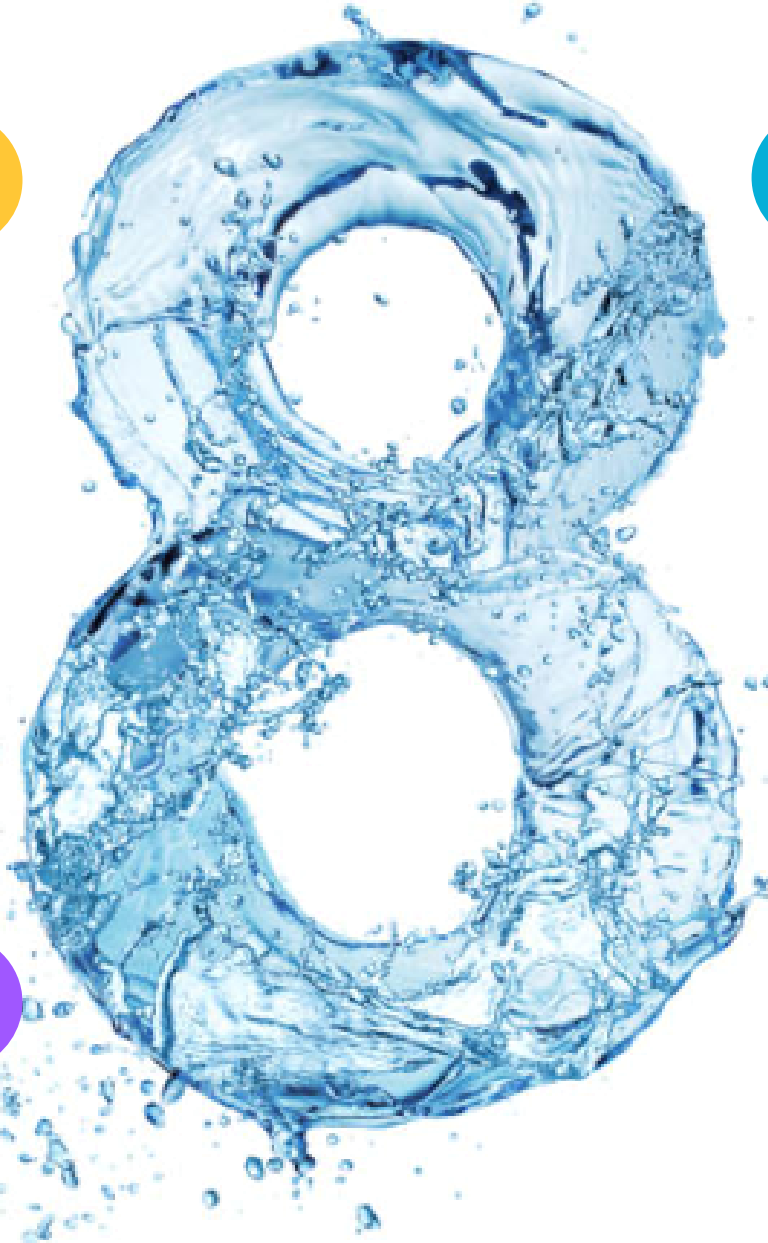
7

Respond to Behavior Errors

4

Task Difficulty

8



Function

Routines & Procedures

1

Active Supervision

5

Expectations & Rules

2

Opportunities to Respond

6

Encourage Expected Behavior

3

Activity Sequencing + Offering Choice

7


Respond to Behavior Errors

4

Task Difficulty

8

Maximize Structure	Respond to Behavior	Actively Engage Students in Observable Ways
1. Classroom Expectations <ul style="list-style-type: none"> ⊕ Clarify expected behavior and provide specific precorrections ⊕ Teach student how to: <ul style="list-style-type: none"> ○ Ask for attention ○ Self-Monitor ○ Ask for a break ⊕ Consider student participation in social skills instructional group ⊕ Teach academic skills 	4. Encourage Expected Behavior <ul style="list-style-type: none"> ⊕ Increase reinforcement of expected behavior <ul style="list-style-type: none"> ○ High rates of verbal and non-verbal feedback ○ Increase positive communication between home and school ⊕ Provide increased opportunities for interaction with adults and/or peers ⊕ Provide opportunity to earn time for self-selected activities ⊕ Reward student for attempting tasks, staying focused on tasks 	6. Opportunities to Respond <ul style="list-style-type: none"> ⊕ Increase OTR <ul style="list-style-type: none"> ○ Partner/Group ○ Verbal and Non-verbal options ○ Pre-conference with student(s) to build a variety of engaging response strategies ⊕ Use technology <ul style="list-style-type: none"> ○ Interactive Games ○ Discussion Boards
2. Classroom Procedures & Routines <ul style="list-style-type: none"> ⊕ Teach Procedures ⊕ Teach how to ask for help ⊕ Individualize procedure for use of resources (e.g. assistive technology, 100's chart, multiplication table, graphic organizers) ⊕ Check to see if student has needed materials and if not, provide them before they are needed 	5. Discourage Unexpected Behavior <ul style="list-style-type: none"> ⊕ Provide consistent and calm response ⊕ Limit verbal interaction for problem behavior ⊕ Teacher ignore problem ⊕ Prompt peers to ignore problem behavior ⊕ Non-verbal signal ⊕ Offer brief assistance ⊕ Offer alternative methods or materials for task ⊕ Schedule standard times to make up work 	7. Task Difficulty & Academic Success <ul style="list-style-type: none"> ⊕ Design assignments to meet student skill level ⊕ Pre-teach content ⊕ Modify amount or type of activity ⊕ Provide extra help/check for understanding
3. Active Supervision <ul style="list-style-type: none"> ⊕ Increase Active Supervision <ul style="list-style-type: none"> ○ Schedule more frequent interactions ○ Proximity Control ○ Provide task check-in (eg, 3 more minutes...) 		8. Activity Sequencing & Offering Choice <ul style="list-style-type: none"> ⊕ Provide opportunity to help other students ⊕ Provide option to work independently ⊕ Provide task list and allow student to choose order of completion ⊕ Provide opportunity to engage in a preferred activity first ⊕ Allow student to choose location, materials, etc

Using the **Great** to Increase Student Success 

Maximize Structure	Respond to Behavior	Actively Engage Students in Observable Ways
1. Classroom Expectations <ul style="list-style-type: none"> ⊕ Clarify expected behavior and provide specific precorrections ⊕ Teach student how to: <ul style="list-style-type: none"> ○ Ask for attention ○ Self-Monitor ○ Ask for a break ⊕ Consider student participation in social skills instructional group ⊕ Teach academic skills 	4. Encourage Expected Behavior <ul style="list-style-type: none"> ⊕ Increase reinforcement of expected behavior <ul style="list-style-type: none"> ○ High rates of verbal and non-verbal feedback ○ Increase positive communication between home and school ⊕ Provide increased opportunities for interaction with adults and/or peers ⊕ Provide opportunity to earn time for self-selected activities ⊕ Reward student for attempting tasks, staying focused on tasks 	6. Opportunities to Respond <ul style="list-style-type: none"> ⊕ Increase OTR <ul style="list-style-type: none"> ○ Partner/Group ○ Verbal and Non-verbal options ○ Pre-conference with student(s) to build a variety of engaging response strategies ⊕ Use technology <ul style="list-style-type: none"> ○ Interactive Games ○ Discussion Boards
2. Classroom Procedures & Routines <ul style="list-style-type: none"> ⊕ Teach Procedures ⊕ Teach how to ask for help ⊕ Individualize procedure for use of resources (e.g. assistive technology, 100's chart, multiplication table, graphic organizers) ⊕ Check to see if student has needed materials and if not, provide them before they are needed 	5. Discourage Unexpected Behavior <ul style="list-style-type: none"> ⊕ Provide consistent and calm response ⊕ Limit verbal interaction for problem behavior ⊕ Teacher ignore problem ⊕ Prompt peers to ignore problem behavior ⊕ Non-verbal signal ⊕ Offer brief assistance ⊕ Offer alternative methods or materials for task ⊕ Schedule standard times to make up work 	7. Task Difficulty & Academic Success <ul style="list-style-type: none"> ⊕ Design assignments to meet student skill level ⊕ Pre-teach content ⊕ Modify amount or type of activity ⊕ Provide extra help/check for understanding
3. Active Supervision <ul style="list-style-type: none"> ⊕ Increase Active Supervision <ul style="list-style-type: none"> ○ Schedule more frequent interactions ○ Proximity Control ○ Provide task check-in (eg, 3 more minutes...) 		8. Activity Sequencing & Offering Choice <ul style="list-style-type: none"> ⊕ Provide opportunity to help other students ⊕ Provide option to work independently ⊕ Provide task list and allow student to choose order of completion ⊕ Provide opportunity to engage in a preferred activity first ⊕ Allow student to choose location, materials, etc

Function-based actions: Purple = Gain Attention Blue = Avoid Attention Green = Avoid Task

Purple: Gain Attention

Blue: Avoid Attention

Green: Avoid Task

Standard T1

- **Routine:** Lining up following large group instruction
- **Antecedent:** Teacher tells students to line up with voice at “a zero.”
- **Behavior:** Students loudly talking with one another, joking around, etc.
- **Consequence:** Teacher tells students to quiet down to zero
- **Result:** Students continue talking loudly, etc.

Possible T1 Strategy: Reteach expectations for lining up, increase praise

Function-based thinking T1

Hypothesized Function:
Gain peer attention

Possible Function-based T1 Strategy:
Provide time to talk with peers before lining up

Your Turn!

With your neighbor, identify a “standard” T1 situation.

Then discuss how that could be improved with function-based thinking at T1.

Be prepared to share.

Primary goal of PBS

(Carr et al., 2002)

Improve our students' quality of life



Secondary goal of PBS

(Carr et al., 2002)

“Render problem behavior...

- irrelevant
- ineffective
- inefficient

“...by helping an individual achieve [their] goals in a socially acceptable manner, thus reducing, or eliminating altogether, episodes of problem behavior” (Carr et al., 2002, p. 5).

In Summary

- We should consider function across all tiers of support
 - Behavior that interferes with learning occurs across all tiers
- Function-matched support
 - Can increase effectiveness of T1 and T2
 - Can make environments more effective for students receiving T3
- All students need to learn functional skills
 - Learning these skills can prevent interfering behavior from developing



Questions?

kathleen.strickland@utah.edu

